

NEW WAYS IN THE NEW WORLD



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NEW WAYS IN THE NEW WORLD

by . . .

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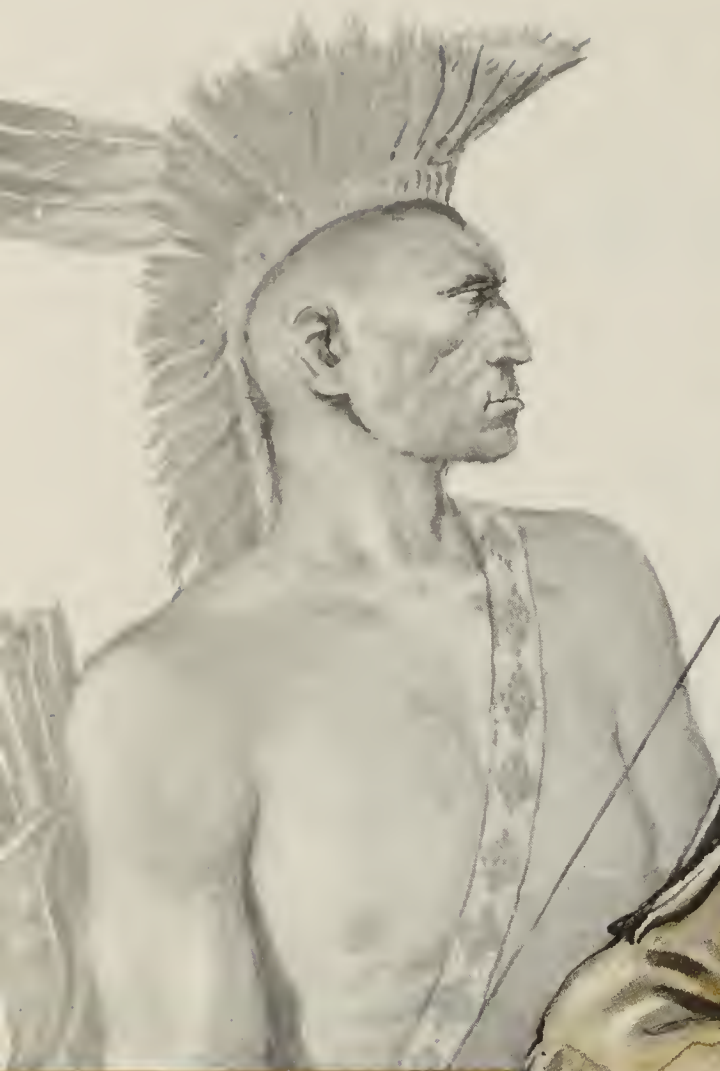
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NEW WAYS



IN THE NEW WORLD

by **LEWIS PAUL TODD**
AND
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Chief Illustrator
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To the Teacher

NEW WAYS IN THE NEW WORLD is a book about flesh-and-blood people . . . the dreamers, the adventurers, the builders . . . who, out of their hopes and dreams and endless aspirations, have fashioned our nation.

This is one of the great stories in human history, for it is a story of creative achievement against incredible odds. Here in America the diverse peoples from greatly differing countries discovered their common aspirations and created from them an exciting, new way of life.

NEW WAYS IN THE NEW WORLD conducts the reader into the living company of these men, women, and children. He meets not only the heroes, but the common people. He sees their lives not in contrived and synthetic situations, but as these people actually reported them. The characters in this book are real people, fording real rivers, felling real trees to clear their land, and building with their hands and brains real roads, churches, and schools.

Their simple, graphic stories illuminate periods, movements, and regional life. They give the reader an opportunity to identify himself with the past. The drawings, which were created along with the text, give him the look of the past. They have a dramatic quality, but more important, they have *validity*, for they are based upon painstaking research.

From beginning to end, the reader is led to visualize in concrete terms the continuing change in American ways of living. Text and drawings together show the significant causes of this change . . . the discovery of new resources, the invention of new tools and sources of power, and the impact of new ideas.

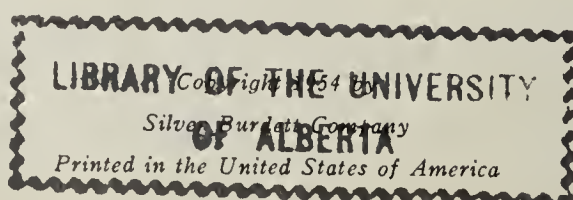
NEW WAYS IN THE NEW WORLD takes the reader across the continent with the pioneer men and women, the rich and poor, the famous and the unsung as they moved into the

wilderness, building farms, villages, churches, schools, governments, and a new, free way of life in a rich new land. It ends with a picture of *what* the American people have built. Here in a world familiar to the pupils, because it is *their* world, we have the visible evidence of man's creative powers. We see his material accomplishments—the farms, the factories, the systems of transportation and communication. Even more important, we see the fulfillment of some of man's greatest dreams—democratic government, churches, schools, museums, parks, and many of the other institutions which, in every community in the land, make it possible for free men to help each other, to continue to learn, and to grow in knowledge and in wisdom.

The young reader of NEW WAYS IN THE NEW WORLD will begin to understand the priceless heritage that he shares with his fellow Americans and, in a larger sense, with free men everywhere. He will begin to realize the responsibilities that accompany citizenship in a free, democratic society, for no one who identifies himself with this gripping story can fail to see that the future is in his hands.

This book—like all of the books in the series, MAN'S WAYS AND TIMES—was a cooperative enterprise in the fullest sense of the term. It is not feasible to list all those to whom credit is properly due; we can mention only a few of the many contributors. To those who know, the influence of Editor-in-Chief Earl Welch and Editor Beatrice Collins is evident on every page. Milo Winter and other artists working with him produced the pictures. Frederick Becker and his staff designed the book. The authors share with them the pleasure of producing this book for young Americans.

The Authors



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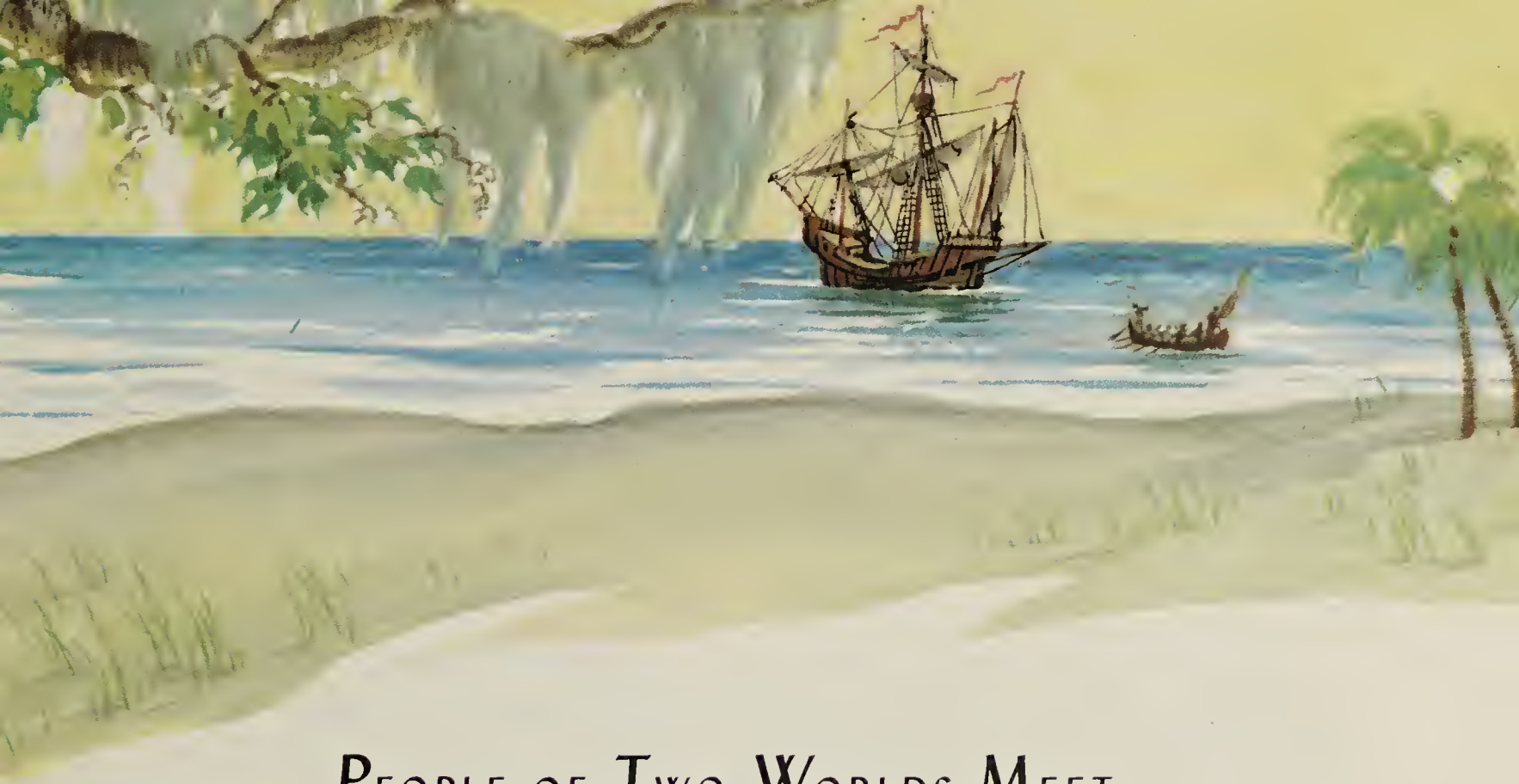
They learn to work together in communities, in the states, and in the nation.

They learn to govern themselves as free men and women in a free land.

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PEOPLE OF TWO WORLDS MEET

The story of America is really the story of two worlds.

On this side of the Atlantic were the American continents, the home of many scattered Indian groups. Across the ocean lay Europe, the homeland of Spaniards, Portuguese, Englishmen, Frenchmen, Germans, Dutch, and many others. For a long time, the ocean kept the peoples of these two worlds apart.

Then the two worlds met. The rich, vast lands of the Americas were discovered and explored by the Europeans. From that time on, the Americas were indeed a “New World” to the people of the Old World.

In the Americas there was unused land—so much that no one knew how much there was. There were rich resources of minerals and forests. There were clear, swift streams and deep black soil. America, too, was a place where freedom could be won—where men could work and worship as they chose.

The New World was *new* because it had been unknown to the people of Europe. It was new, also, because it meant for millions a new opportunity. How they used that opportunity is America’s great story.

I

PEOPLE of the NEW WORLD

in Their HOMELAND

A great hunt

One day many thousands of years ago a hunting party was pushing its way through a swamp. Just ahead, was a huge animal with long sharp tusks. Its thick skin was covered with a heavy mat of hair. The hunters were armed only with stone-tipped spears. But they needed food. If they could kill the beast, they

would have enough meat to last them for many days.

Quickly, silently, the hunters surrounded the great animal. Step by step they crept closer, hiding as best they could in the swamp grass.

Then, at a cry from the leader, the men sprang to their feet and threw their spears with all their might. The sharp stone spearheads tore through the thick hide of the giant beast. It charged the men again and again. Then at last it sank to its knees, slowly rolled over on its side, and died.



The hunters cut off chunks of meat and left the rest of the animal where it had fallen.

How do we know that this happened?

We know that something like this happened because of a discovery that was made only a few years ago.

Some workmen were loading a truck with gravel for a road they were helping to build near a city in New Mexico. While at work in a gravel pit, one of the men turned up something hard that was not stone or gravel. It was a huge, strange-looking tooth, different from any that he or the other men had ever seen before. Near it, the workmen found a thin stone blade.

Scientists went to look at the tooth. They examined the stone blade. As soon as they could, they began work on a careful digging and sifting of the gravel in the pit.

Deep down in the ground, beneath the gravel, they found huge bones. These bones had a story to tell. It was a story about some of the people who lived long ago in the country we now call the United States.



The animal that the hunters had killed was a mammoth. The skeleton that the scientists discovered was lying just as the mammoth had fallen thousands of years ago.

A stone spearhead was found under the mammoth's backbone. Another was found between two leg bones. Of course, the wooden shafts of the spears had long since rotted away. There was no other trace of the hunters. But we know they were there because someone had to throw the spears.

This is the story the bones and spearheads told.





How people from Asia came to North America

Early Americans

Who were the first Americans?

The ancestors of the hunters who killed the mammoth were the first Americans. Scientists believe they probably came to North America from Asia many thousands of years ago.

As you can see from the map above, North America and Asia are separated by the vast Pacific Ocean except at the north. There, a tip of North America lies only about fifty miles from a tip of Asia. Between them is a narrow strip of water called Bering Strait.

Perhaps the first Americans crossed at this place. There were times when much of North America was covered with a thick sheet of ice. At other times, the climate was mild, even in the north. The

first Americans may have walked across on the ice, or they may have paddled across in small boats. At times, the water was so shallow that a sort of land bridge connected the continents. So they may have come across by way of this land bridge.

Why did they come?

Some of these people probably were looking for better hunting grounds. Others may have been trying to escape from their enemies.

The first Americans had hunted and fished for a living in their homeland in Asia. In the new land that they discovered, they continued to hunt and fish. They used the same kind of stone spears, stone axes, stone knives, and other tools



The arrows show how the Indians moved southward from the northwest tip of North America, and how they spread over most of North and South America.

that they had learned to make and use in Asia. Because most of their tools and weapons were made of stone, we call these early hunters "Stone Age people." One of their stone axes is shown in the picture below.

Each day the men took their spears and axes and went fishing and hunting, while the women and children gathered berries and nuts in the forest. Their lives were hard and dangerous. When hunting was good, they had enough to eat. When it was poor, many of them starved to death.

In their search for food, these people had to move from place to place. Because they could not settle down in one spot, they did not live in permanent homes. At night they slept in caves or huddled around small fires, using skins and furs for blankets. On cold and windy nights, they probably slept in the shelter of a skin stretched between two poles.

Slowly, through the centuries, groups of these people moved into all parts of North and South America. Little by little, they learned better ways of living.

The people of the New World

When explorers from Europe came to the New World, they found villages of these people in many parts of North and

South America. The men from Europe called these people "Indians." Some of the Indians had settled in river valleys or in the forests. Others were living on high plateaus. Still others lived in jungles or by the sea.

Some of these Indian groups had learned new ways of getting or producing food. They had learned to plant seeds and grow crops. Others still lived chiefly by hunting, fishing, and food gathering, as their ancestors had done.

We cannot look at all of the many different tribes of Indians. But we can look at five of the groups that had settled in five different parts of North America. The map on the next page shows where these five groups were living during the years in which Europeans began to explore the New World.

Each of these five groups of Indians had much in common. But they also differed from one another—in language, homes, tools, ways of traveling and getting food, ideas about religion, and in many other ways.



1. What made life so hard for the Stone Age people who came from Asia to the New World? Think of as many reasons as you can. In what ways is living easier today?

2. Look at the map of the New World on page 5. What story does this map tell about the "first Americans"?

3. Compare the map on page 7 with the map of the United States on pages 8 and 9. Using these maps, name at least one state in the part of our country where the Indians of the Eastern Woodlands once lived. Do the same for the Pueblo Indians.





HOMELANDS OF THE INDIANS

When the first settlers from Europe arrived in the New World, there were many Indians living in scattered groups over large parts of North and Central America. This map shows, in general, where five of the more important groups of Indians lived.



THE UNITED STATES—LAND OF MOUNTAINS, PLAINS AND RIVERS

This map shows the mountains, plains, and great rivers of our country. In early times there were no railroads and no coast-to-coast airliners. There were no broad highways through the mountains or across the plains. There were no bridges across the wide rivers. The first settlers landed in bays where there were good harbors. They settled along the coast or followed the rivers inland. For many years, the mountains were barriers to trade and travel. The rivers

were the chief highways—sometimes the only ones. Today smooth highways cut through the mountains and cross the great plains. Bridges span the rivers. Trains and airplanes make travel quick and easy. But today, as in early times, the mountains, plains, and rivers make a difference in where people live and how they work.



GULF OF MEXICO

ATLANTIC

OCEAN



Pueblo Indians of the Dry Southwest

Villages in river valleys

The first Europeans to explore what is now the Southwestern part of the United States were men from Spain. They found Indians living in permanent villages which the Spaniards called "pueblos." They discovered these pueblos along the Rio Grande and other rivers in what are now the states of New Mexico and Arizona. You can find these states on the map on pages 8 and 9.

This part of our country is a land of little rain. But the mountains are high enough to catch some of the moisture carried in from the Pacific Ocean by the strong west winds. After a rain in the mountains, or when the snows are melting, streams of water flow down into the sun-baked river valleys. The Pueblo Indians built their villages in these valleys where the supply of water was fairly certain. They had learned that water is precious in a dry land.

The Pueblo Indians built well. Many of the buildings that the Spaniards first saw are still standing. Indians still live in some of them.

The houses in the villages were in many ways much like modern apartment buildings. They were several stories high. There were more than four hundred rooms in some of the villages.

The roofs of the houses were supported by heavy wooden beams, cut in the forests that grew on the distant mountains. Large gangs of the Indian men cut down the trees with their stone axes and dragged the beams to their village.

Horses or other strong work animals would have been a great help to these Indians. But the first horses that the Indians used were brought from Europe by the Spaniards.

The walls of these "apartment buildings" were made of mud bricks or stones,



The mud-brick apartment homes of the Pueblos

with a covering of soft, wet mud. When baked in the sun, this mud became as hard as stone. Houses of sun-dried mud would soon wash away in a rainy climate. But they were well suited to the hot, dry land of the Southwest. The thick walls protected the people from the burning heat of the summer sun and the biting winter winds.

The houses were forts as well as homes. At the first sign of an enemy, the Indians climbed swiftly to the top of the first story. Then they pulled up the ladders after them.

Everyday life

Each family lived in one or two rooms. Every morning the mother cooked breakfast on the open terrace near her "apartment."

First she placed a flat rock over a small fire to heat. Then she mixed corn meal with water and spread the batter on the rock, making a large pancake.

After breakfast, the Indians climbed down the ladders and went to work. Everyone had something to do.

The men and older boys sometimes went hunting when they were not working in the gardens. They hunted for deer with their bows and arrows. Sometimes, when they were hunting for rabbits, they surrounded a large area with nets and drove the rabbits toward the nets. To do this, they used curved clubs which they threw with great skill.

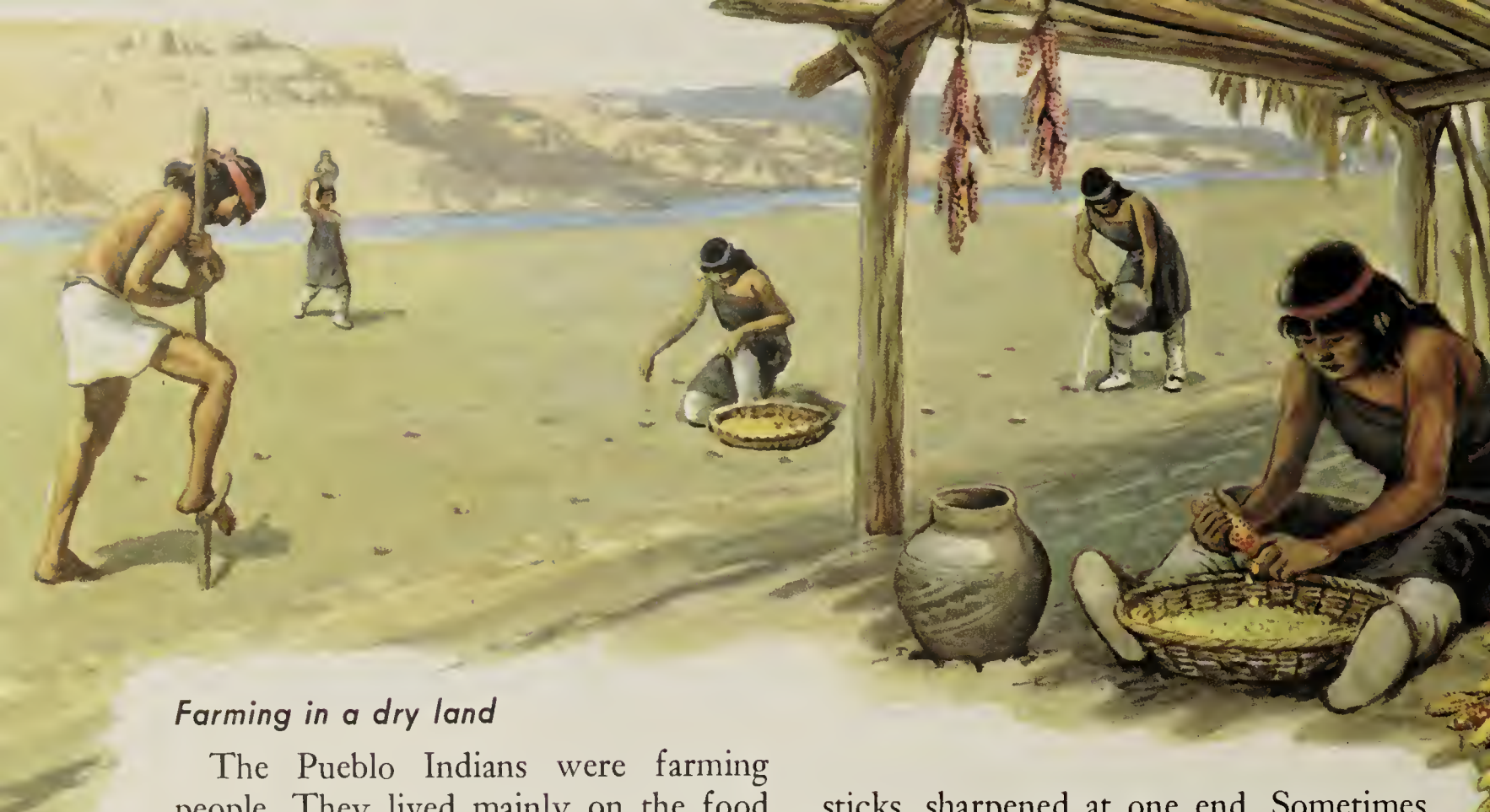
From time to time, the men made a trip to the mountains. They went there to get wood for their ladders, clubs, and other tools and weapons.

The women and girls helped the men with the farm work. They did much of their work in the summer shelters that they built near the gardens.

They ground corn on flat rocks to make corn meal. This was stored in clay jugs that had been baked in the fire to make them hard. Other jugs were used to carry water from the river. The women talked and sang as they worked, while the younger children played around them in the bright sunlight.

The women spent part of their time weaving large baskets out of willow or grasses. The men wove cloth for clothing from cotton which they grew in their gardens.





Farming in a dry land

The Pueblo Indians were farming people. They lived mainly on the food which they grew in their gardens. Because they were farmers, they could live in one place, in permanent homes. They did not have to move about in search of food.

Long before the coming of the Spaniards, these Indians had learned how to farm in a land of little rain. They had learned to plant gardens in the river valleys and to use the river water to keep their gardens moist.

Their main food crop was corn. They also grew squash, beans, gourds, and tobacco. Besides these, they raised cotton and learned to twist the fibers into thread. All of these crops grew well in the dry Southwest if they were watered.

The picture shows some of these Pueblo people in their gardens. The woman at the right is shelling corn in one of the summer shelters. The farmers planted the kernels of corn in small holes which they dug with wooden digging

sticks, sharpened at one end. Sometimes they carried water from the river in jugs. In some of the villages, however, the people dug irrigation ditches to carry water to their gardens. The irrigation ditch was a great labor-saving invention.

Today in the Southwest, rich farms and orchards border the Rio Grande and other rivers. They are made possible by modern irrigation works built by modern engineers. Like the Pueblo Indians, farmers today use the water of the rivers to grow crops in a land of little rain.

The world the Pueblo Indians knew

The Pueblos got nearly everything they needed from the land around them. But they did do some trading with other tribes. All of their traveling was done on foot. Now and then, swift runners carried important news from one village to another. But most of the people never traveled more than a few miles from their own village.

Because they knew so little about the larger world, they invented stories to explain what they saw. They believed they lived in the center of the universe and that the world had been built for them. They believed the Indians had come from the underworld to the earth through a hole in the ground. The Indians had been led to earth by children of the sun and moon, who were brother and sister.

The Pueblos believed that spirits lived in everything they saw and heard—in the sun, the moon, the stars, the wind, the trees, and the deer. They prayed to the “squash maidens,” the “rain gods,” and the “hunting gods.” They prayed to the “corn mother” and danced the green corn dance you see in the picture.

How they learned from each other

The Pueblo Indians trained themselves to remember everything they heard. Their keen memories were their “books.” The boys and girls learned from their parents and from the wise men in the village. When the boys and girls grew up, they in turn taught their children.

The Pueblos had no schools or churches. But they did have a meeting place that served as a school, a church, and a clubhouse. All of the men and the older boys met with the priests in underground rooms, called “kivas.” No girl or woman was allowed near a kiva.

In the center of the kiva was a flat stone on which the men built a fire. Around the walls were benches. While the men listened, the priests told them about the past and about the spirits that lived in the



world around them. There, too, the men made the rules for governing the village.

What they had learned

Long before Europeans came to the New World, the Pueblos had learned how to live comfortably in the hot dry land of the Southwest. They were farmers, living in permanent villages. They had learned how to live together as friends. Men and women, boys and girls, earned the respect of their neighbors. They did this by working hard and by doing things to help the entire village.

Their lives were very different from the lives of the early people who had hunted on this same land many thousands of years before.



1. How did the lives of the Pueblo Indians differ from the lives of the “first Americans”?

2. Using the picture on page 10, explain how the Pueblo Indians worked together to build their houses. In what ways were their jobs like those of workers on modern buildings?

3. What different crops did the Pueblo Indians grow? Which of these have you seen growing?

Indian Life on the Great Plains

The same Spaniards who discovered the villages of the Pueblo Indians also discovered the Indians of the Great Plains. These were bands of Indians who lived at the edges of the grasslands that lie just east of the Rocky Mountains. The map on page 7 shows where these Indians lived.

The Great Plains stretch for hundreds of miles from the Gulf of Mexico far into Canada. At the time when the Spaniards first saw the plains, the land was covered with short grass, or grass that grew in bunches. The only trees were growing along the river banks. The Great Plains do not get enough rain for forests to grow. Mile after mile, the land is almost level. As far as the eye can see, the earth seems as flat as a floor.

The Plains Indians built permanent villages and planted gardens at the edge of the grasslands. Near the southern end of the Great Plains, some of these Indians lived in grass huts. Farther north, many built sod-covered lodges. They lived in their villages a large part of each year, tending their gardens, hunting for game, and gathering roots and seeds.

During the rest of the year, they lived

as hunters on the open plains. They shared the grasslands with rabbits, antelope, and millions of bison, or buffalo.

Indian homes on the open plains

On the open plains, the Indians lived in tepees like those you see in the picture.

Inside a tepee, the Indian family had protection from the fierce storms that swept across the Great Plains. These homes were well suited to the needs of hunters who were following the buffalo. Tepees could be quickly set up and taken down. They could be folded up and dragged from camp to camp.

The Plains Indians made their tepees from materials which they found near at hand.

The poles for the framework were made from straight young trees that grew along the rivers. The Indians cut down the trees with their stone axes, trimmed off the branches, and peeled off the bark. The covering for the framework was

The homes of the Plains Indians were tepees made of buffalo skins stretched over a framework of poles.



made of buffalo skins, sewed together in one piece.

The tepees always were set up and taken down by the women. First, they raised up the poles which were tied together at one end. Over this framework they stretched the covering of buffalo skins.

It took the women only about half an hour to set up their tepees when they reached a new camping place. Suddenly, on the flat plain, a village would appear. Perhaps the next day it would be gone.

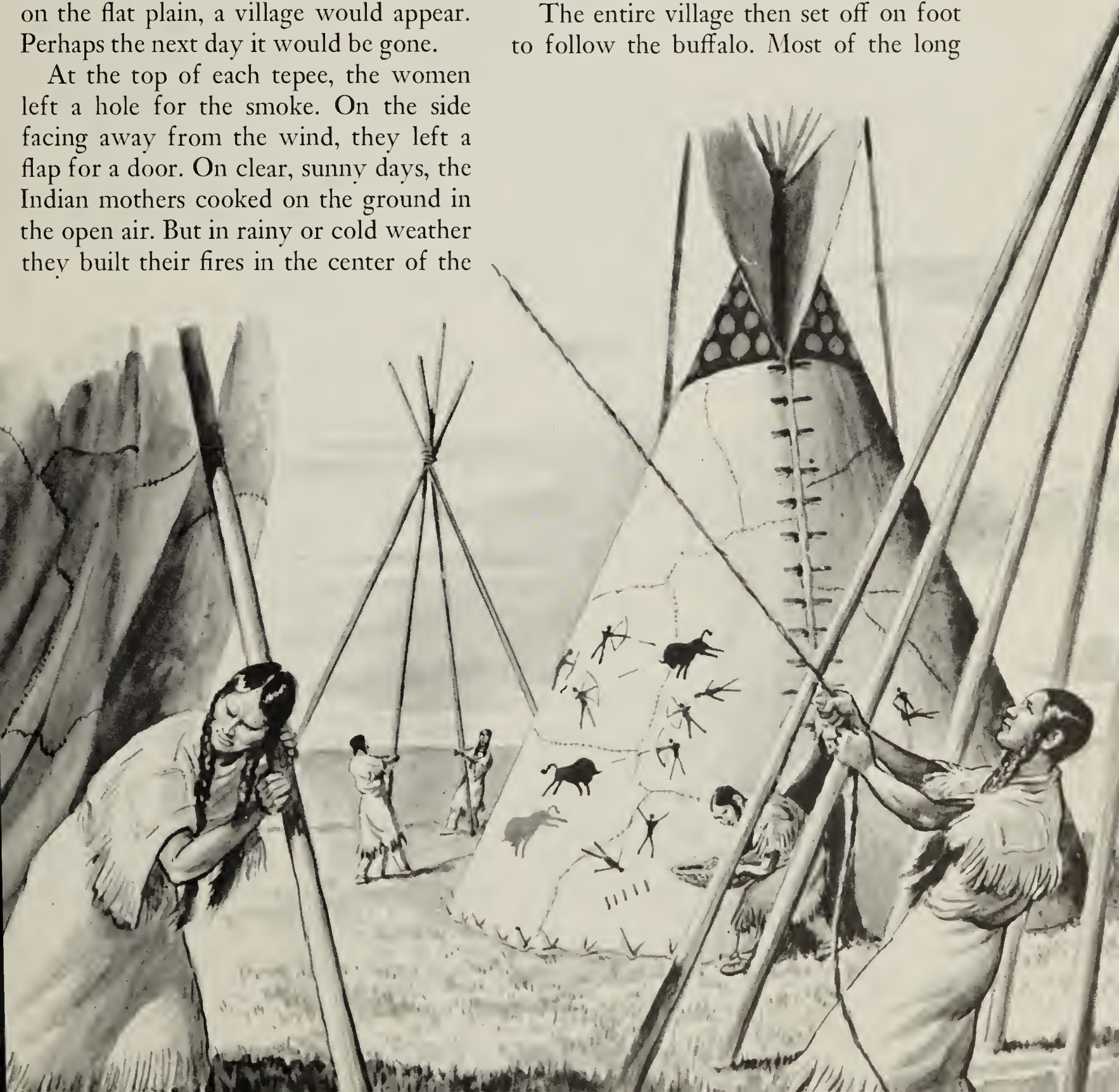
At the top of each tepee, the women left a hole for the smoke. On the side facing away from the wind, they left a flap for a door. On clear, sunny days, the Indian mothers cooked on the ground in the open air. But in rainy or cold weather they built their fires in the center of the

tepee. The most common fuel on the open plains was "buffalo chips," the sun-dried manure of the buffalo herds.

Following the buffalo

Moving was hard work, especially for the women. As each tepee was taken down, the women wrapped the covering tightly around the poles. Their extra clothing, food, water bags, and even small boats were tied to these long bundles.

The entire village then set off on foot to follow the buffalo. Most of the long





bundles were dragged by the women. They also carried their babies in bags strapped to their shoulders. The men, armed with bows and arrows, kept a sharp lookout for buffalo and enemy tribes.

Even the dogs had to work. They dragged small loads, tied to the poles. The Plains Indians, like the Pueblos, had no horses. The first horses that they saw were brought to the New World by the Spanish explorers.

Whenever the Indians came to a river, they filled their water bags, which were made from the stomach or other parts of the buffalo. When a river was too deep to wade, the Indians unpacked their "bull boats." These were made of buffalo skins stretched over wooden frames, shaped like bowls. "Bull boats" were hard to steer, but they carried heavy loads and were good enough for crossing rivers.

While they were traveling, the men and older boys sometimes shot an antelope or a few rabbits. When game was scarce, the people lived on strips of dried or smoked buffalo meat.

Hunting the buffalo

The buffalo moved in great herds across the plains in search of the best grass. It was hard, dangerous work to get near enough to the huge animals to kill them. Unlucky Indians were often torn by the sharp horns or trampled to death beneath the hoofs. The buffalo could run much more swiftly than the hunters. And there were few hiding places on the flat, treeless plains.

The Plains Indians studied the buffalo and learned how to kill them. They discovered that these great animals see poorly and depend mainly on their keen sense of smell to warn them of danger. So the Indians always approached the buffalo when the wind was blowing from the herd toward the hunters. Sometimes the men and boys drove the herd over the steep edge



of a river bank. At times they started grass fires and drove the buffalo to places where they could kill them more easily.

The Indian hunters sometimes covered themselves with the skins of animals and crept on their hands and knees close to the herd. At a given signal, the hunters drew their bows and sent arrows flying into the animals. When this happened, the herd broke into a wild run.

After a successful hunt, the entire village went to work skinning the buffalo and carrying the meat and skins back to camp. Men, women, and children ate bits of fresh meat while they worked. When the job was finished, they feasted and danced and sang around the camp fires far into the night.

Well-ordered lives

In many ways, the Plains Indians lived well-ordered lives. When they made camp, each family knew just where to place its own tepee. No one had to ask questions.

The tepees were placed in a circle, with the council tent in the center. Here the chief met the old men and young men to make rules for the village. Scattered around the circle were the tepees of the Indian "policemen" who were chosen by the leaders. Their job was to see that all of the members of the village obeyed the rules.

Each village had its own chief. A young man had a good chance of becoming chief if his father had been a chief, or if he had many relatives. But any young man of great courage, with a strong personality, might become a chief.

Before any important event, a council was called. Perhaps it was a question of following the buffalo. When should they move? Where should they march? The old men gave advice, and the young men demanded action. Finally a decision was reached, and the people agreed to follow the chief.

Now and then, a chief gained so much fame and honor that a number of villages were willing to follow him. But the Indians of the Great Plains never united under one leader. They never agreed to recognize the same chief. They did not learn how to work together to improve their own welfare.

What the Plains Indians knew about the world

Like the Pueblo people, the Plains Indians knew about only that part of the world in which they lived. They believed that spirits lived in everything they saw and heard. They prayed to the sun, the

moon, the sky, the wind, the thunder, the rain, the antelope, and the buffalo:

The Pawnees, who lived at the edge of the plains, believed that the Morning and the Evening stars were the first parents of all the Indians. Because they were interested in the stars, they studied the sky as carefully as they studied the buffalo. The sky map on the next page was made by the Pawnees at about the time Columbus sailed to America. It was drawn on a piece of skin, and it shows the locations of the brightest stars and planets.

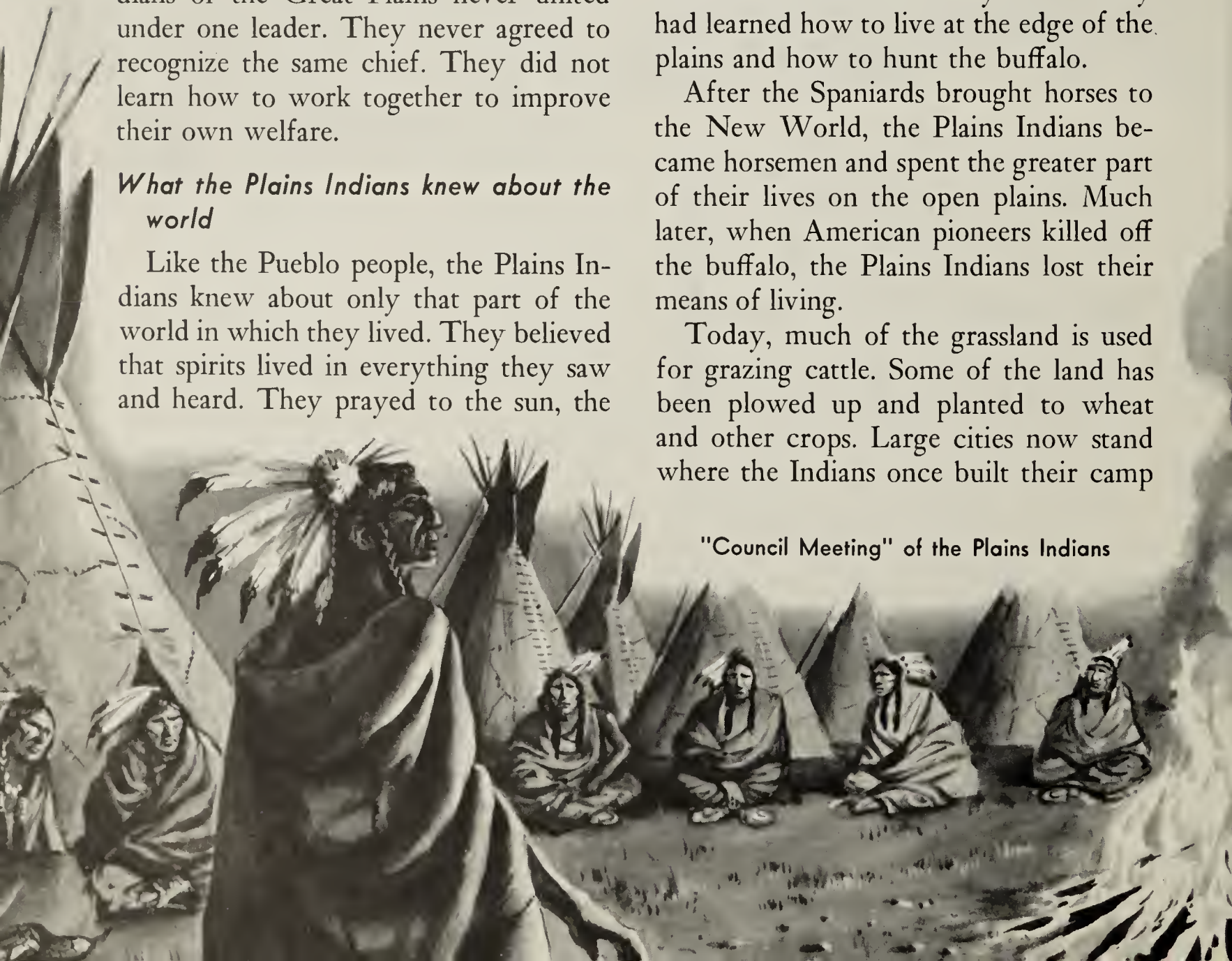
Changing ways of life on the plains

The Plains Indians, like the Pueblos, had learned a great deal about that part of the world in which they lived. They had learned how to live at the edge of the plains and how to hunt the buffalo.

After the Spaniards brought horses to the New World, the Plains Indians became horsemen and spent the greater part of their lives on the open plains. Much later, when American pioneers killed off the buffalo, the Plains Indians lost their means of living.

Today, much of the grassland is used for grazing cattle. Some of the land has been plowed up and planted to wheat and other crops. Large cities now stand where the Indians once built their camp

"Council Meeting" of the Plains Indians



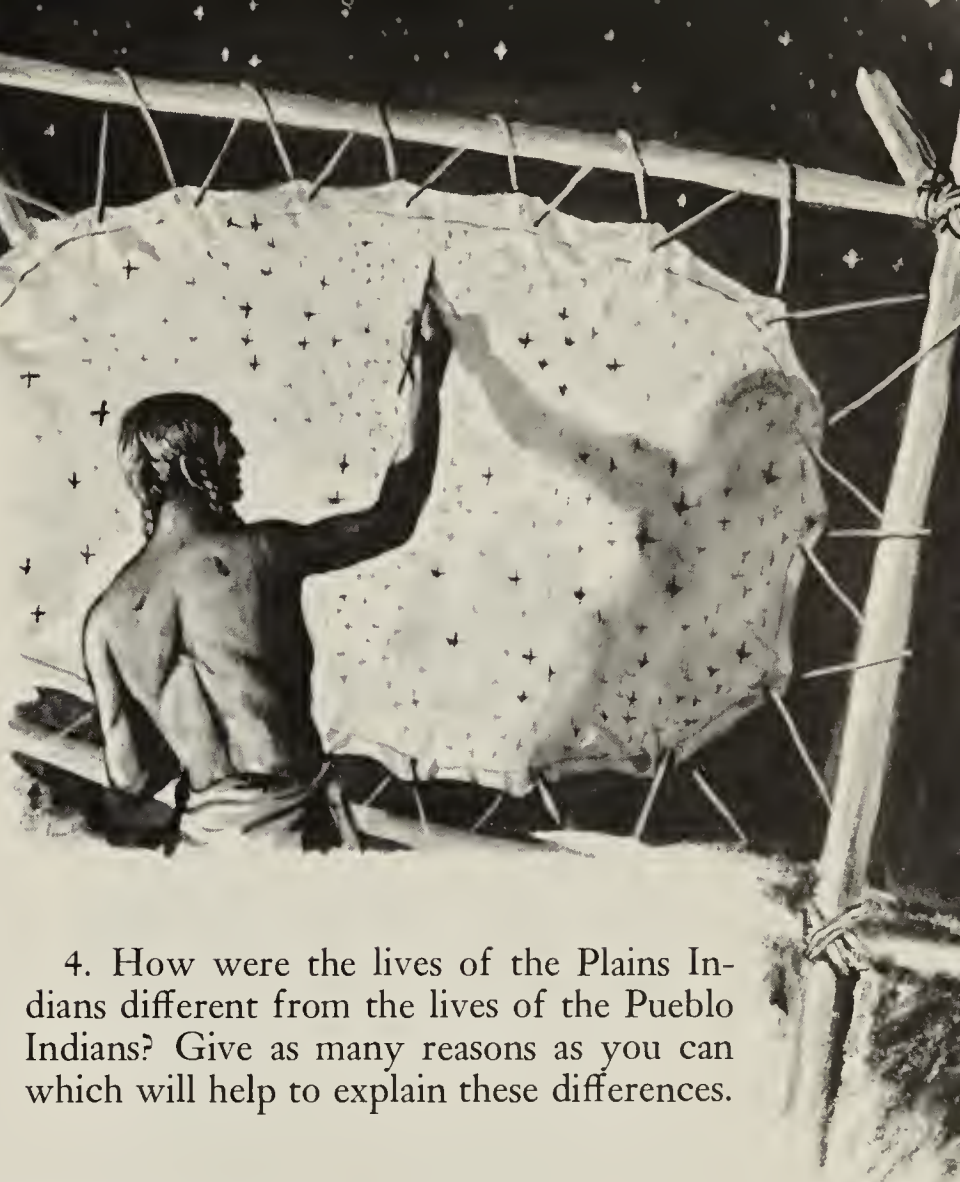
fires. Streamlined trains now speed across the plains which the Indians once crossed on foot. Because of new tools and new inventions, the Great Plains can now support many more people than they did in the days of the Indian hunters.



1. Tell the story you read from the drawings on the tepee on page 15. Why were tepees suited to the needs of these people?

2. A boy said he thought the Plains Indians had a good substitute for a moving van. What did he mean?

3. What is meant by Indian "policemen"? How were they chosen?



4. How were the lives of the Plains Indians different from the lives of the Pueblo Indians? Give as many reasons as you can which will help to explain these differences.

Indians of the Pacific Northwest

While the Indian hunters were learning to live on the grassy plains, other tribes of Indians were building villages on the forested shores and islands of the Pacific Northwest. This is a land of rainy weather and big trees. Strong wet winds blowing in from the Pacific bring plenty of rain for forests to grow.

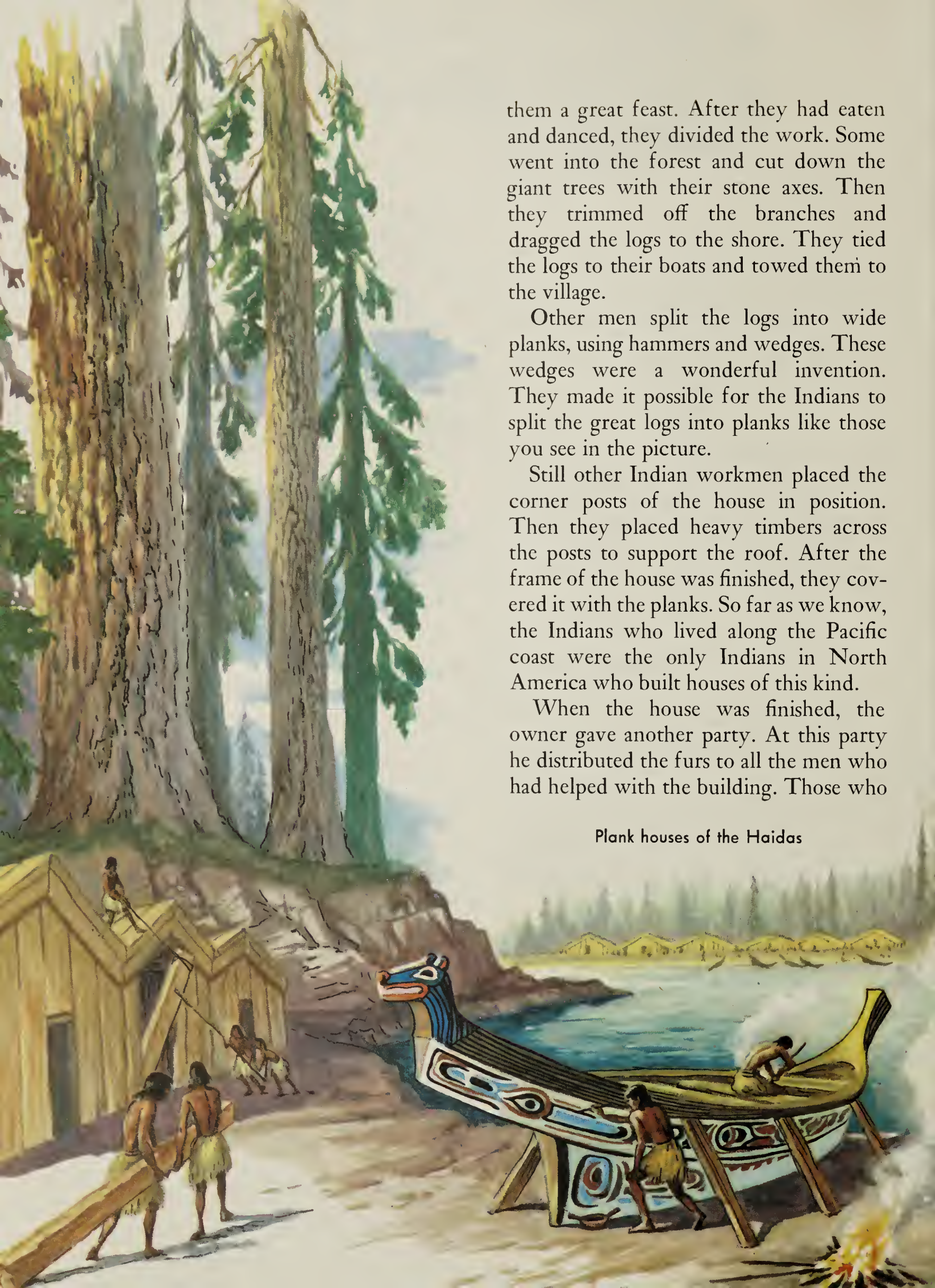
Among the Indians who lived in this part of North America was a tribe called the Haida. These Indians had settled on the thickly-wooded islands off the coast of what is now Canada. The Haida could build permanent houses because they did not have to travel far in search of food. They lived in one place, getting their food from the forest and the sea.

An Indian house-raising

The Haida Indians depended upon each other when they had heavy work to do. Like the other Indians in the New World, they had no horses to help them.

A Haida who wanted to build a house for himself needed other Indians to help him. And he needed many furs with which to pay his helpers. He collected the furs for several years, saving them until he had a number of large bundles. When he was rich enough, he asked his relatives and friends and also other Indians in nearby villages to come and help him with the building.

As soon as the Indians arrived, he gave



them a great feast. After they had eaten and danced, they divided the work. Some went into the forest and cut down the giant trees with their stone axes. Then they trimmed off the branches and dragged the logs to the shore. They tied the logs to their boats and towed them to the village.

Other men split the logs into wide planks, using hammers and wedges. These wedges were a wonderful invention. They made it possible for the Indians to split the great logs into planks like those you see in the picture.

Still other Indian workmen placed the corner posts of the house in position. Then they placed heavy timbers across the posts to support the roof. After the frame of the house was finished, they covered it with the planks. So far as we know, the Indians who lived along the Pacific coast were the only Indians in North America who built houses of this kind.

When the house was finished, the owner gave another party. At this party he distributed the furs to all the men who had helped with the building. Those who

Plank houses of the Haidas

lived in neighboring villages climbed into their boats and paddled back to their homes.

These plank houses were very strong. Inside them, the Haida Indians kept warm through the long winters when the storms blew in from the Pacific Ocean and the cold waves thundered upon the shore.

A living from the sea and the forest

The Haida Indians spent much of their time on the water. They fished, traded with nearby villages, and traveled by boat to visit their friends. To them, the sea was a highway, as well as a source of food.

Some of their boats could carry as many as a hundred people, but most of them could carry only twenty or thirty persons. Many were much smaller.

The Indians were prouder of their boats than of anything else they owned. A man would work for months to build exactly the kind of boat he wanted. In the picture on the opposite page, one of the Indians is painting bright designs on the boat he has just finished.

The Indian hunters on the plains lived mostly on buffalo meat. But the Pacific Coast Indians had many different kinds of food. They gathered most of what they ate from the forest and the sea.

During the spring, summer, and fall they fished much of the time. Sometimes the Indians used bone hooks and fished with a "hook and line" as people often do today. The Haidas also speared fish, or caught them in nets made from the twisted threads of cedar bark.

The fishermen in the picture have just



landed after a day's work. Two of the men are spreading their nets out to dry.

The Haida women split the fish with shell knives and hung them on racks to dry. They stored many fish for use during the winter. Sometimes they crushed the fish and poured the oil into jugs. They used the fish oil as a sauce on nearly everything they ate, in much the same way that we use butter.

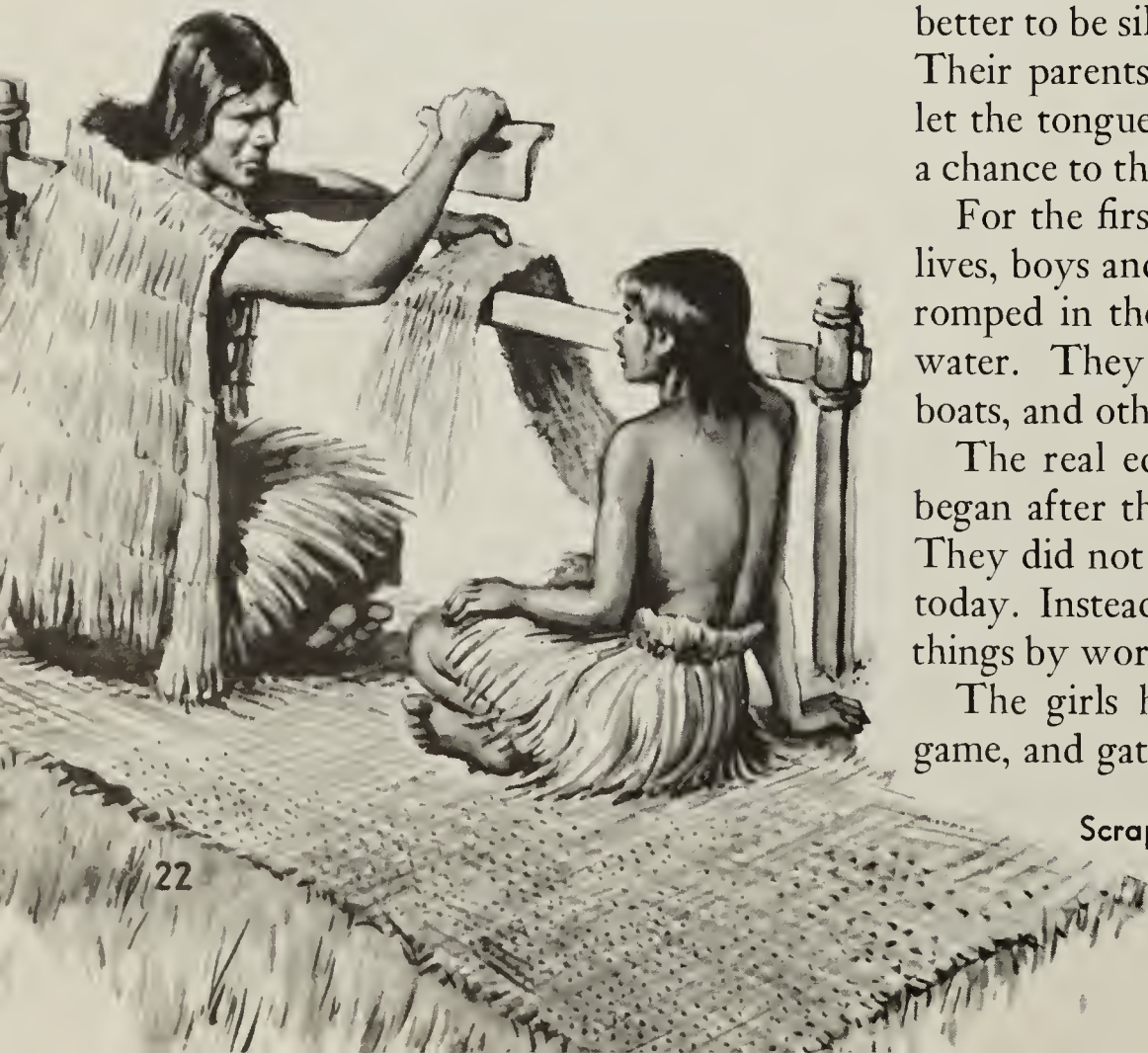
These Indians ate shellfish and cakes of dried seaweed. They also got food from the forest by scraping the soft inner bark of spruce and hemlock trees. They molded the soft, pulpy bark into cakes about a foot square. Then they stored the cakes and ate them later with fish oil sauce.

The forest also provided the Indians with birds' eggs, roots, and berries. It pro-

vided them with the meat of deer and rabbits.

The Indian mothers cooked food for their families on sticks or roasted it on hot stones. Sometimes they boiled it in water-tight wooden buckets. Of course, they could not put a wooden bucket on the fire. Instead, they dropped hot stones into the water until it boiled.

From the forest, the Indians also got materials for their clothing. The Indian women wove capes and blankets from thread made from the bark of trees. The woman in the picture is scraping cedar bark. She will twist the fibers to make thread. Her cape of cedar bark thread sheds water like a raincoat and is well suited to this rainy coast. Sometimes the women made clothing from the wool of mountain goats, or from the skins of animals. When the Haida men went into battle, they wore armor made from leather and thin strips of wood. Their helmets were carved out of wood.



How the Haida people governed themselves

Whenever the people of the village had a problem to solve, they went to the chief and asked him to call a meeting. All of the men and women gathered around the council fire. Each said what he thought ought to be done. After all had had a chance to speak, the group voted. The majority won, and everyone in the village then had to obey the new law.

If one of the Indians broke a law, he was tried by the chief and the council. If he was found guilty, he was punished.

How the Haida children learned

It was not often that the council had to punish one of the Indians. They were taught from childhood to obey the laws. Fathers and mothers taught their children to obey their parents. Family life was very happy. The father was the master, but he was an easy master.

Children also were taught that it was better to be silent and listen than to speak. Their parents would tell them, "Do not let the tongue speak before the mind has a chance to think."

For the first four or five years of their lives, boys and girls played all day. They romped in the forest and paddled in the water. They played with dolls, little boats, and other toys.

The real education of Haida children began after they reached the age of five. They did not go to school as children do today. Instead, they learned how to do things by working with their parents.

The girls helped to keep house, skin game, and gather and dry seaweed. They

Scraping cedar bark to make thread

learned how to sew and to weave blankets. They learned to make thread from cedar bark by helping an older woman.

As the girls grew older, they gave parties, or "feasts," for their playmates. By the time they were grown women, they could manage a household.

The boys went hunting and fishing with their fathers. They learned how to make stone axes, wedges, and other tools. They helped to build houses and boats. And in the long evenings around the fires, the boys listened to the older men, as you can see in the picture below. They learned about the history of their own people. They memorized the legends and stories the older men told them. When they grew up, they would tell them to their own sons.

What the Haida Indians believed about the world

Some of the Haidas worshiped the sacred Raven. They believed that the Raven had once lived all alone high above the clouds. In that long distant past, the face of the earth was covered with water. One day the Raven beat the sea with his wings, and the spray changed into rocks and soil. So the earth was formed.

But the Raven was lonely. He took a shell from the beach and cupped it lovingly in his claws. There was a cry, and a child was born. The child grew into a beautiful woman whom he married. He and his wife were the first parents of all the Indians.

Around their camp fires during the winter evenings, the Haida Indians told these and other stories to their children.

What they had learned

The Indians of the Pacific Northwest would have found life on the grassy plains or in the dry Southwest very strange and different. Like other Indians, they had learned how to live in their own homeland.

These Indians had no metal tools, but they were able to build large, sturdy houses and boats. They had invented ways of fishing and hunting well suited to life in the forests along the Pacific coast. And they had learned to live together, in families and in villages. They had learned how to make and keep laws that made life easier for all of them.

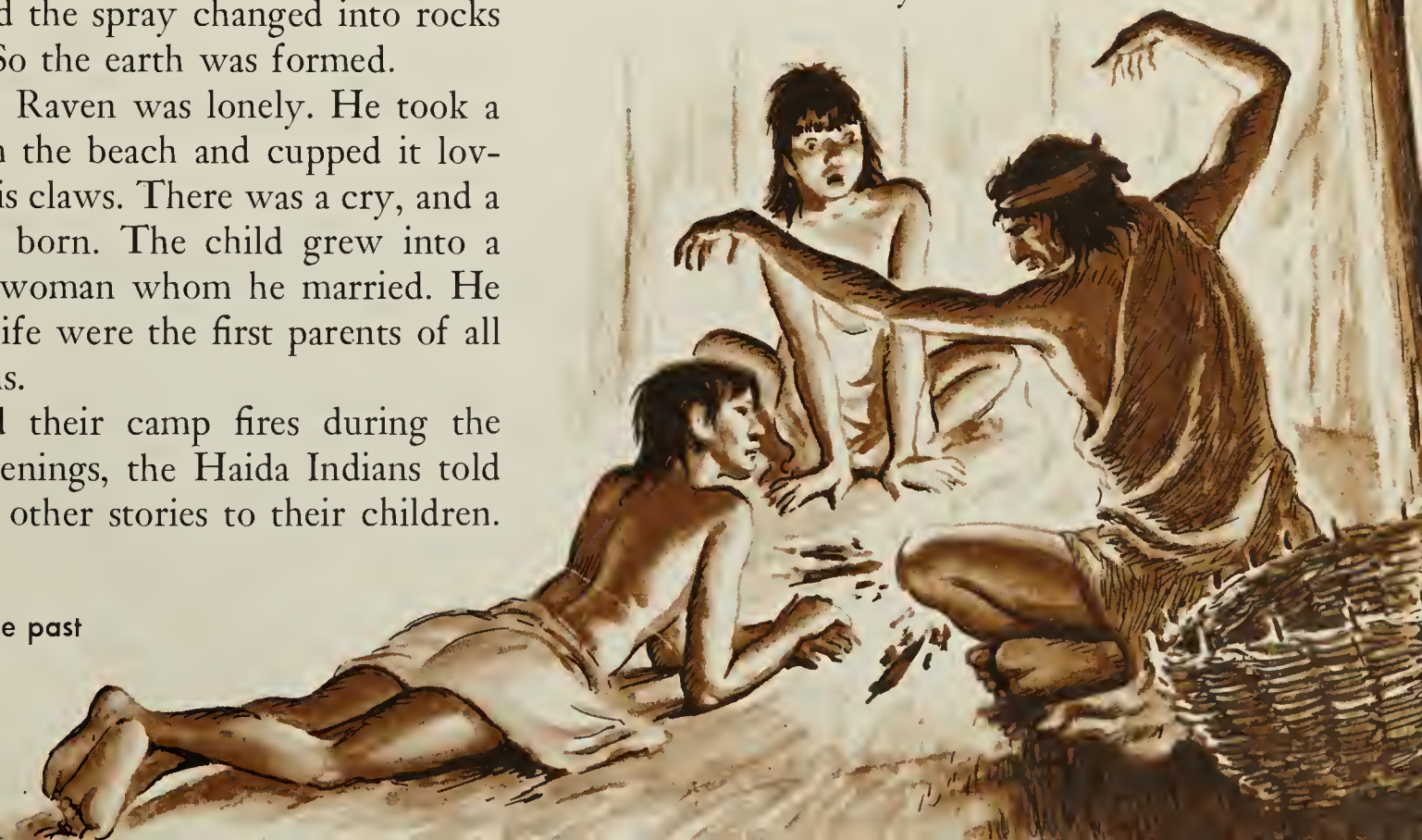


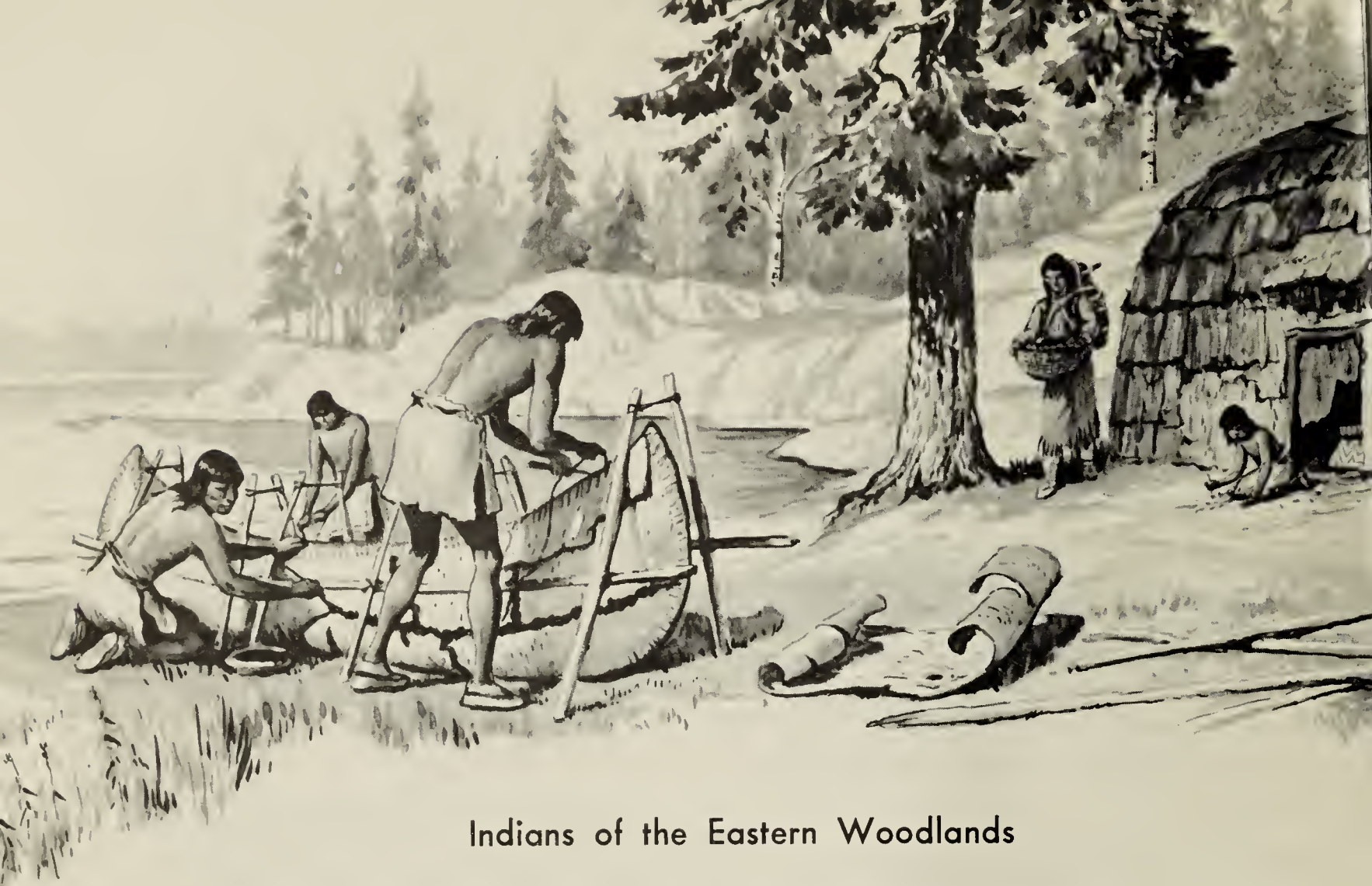
1. Tell how the Haida Indian parents trained their children. How does this explain why so few of the Indians broke the laws?

2. "Do not let the tongue speak before the mind has a chance to think." Give an example of a time when this might be a good idea.

3. In the picture below, what might be the subject of the Indian's story?

4. Make up a story to explain why it rains. Select a bird for your hero.





Indians of the Eastern Woodlands

Stretching from the Atlantic Ocean to the plains beyond the Mississippi was a vast, green forest. This was the home of the Woodland Indians, shown on the map on page 7.

Everyday work

Many of the Indians who lived in these forests built villages of wigwams like those you see in the picture. They used bark from the trees of the forest to cover the frames of their wigwams.

The men near the shore are building a canoe. They have made a frame with light poles bent into shape and tied together with strips of deer skin. Now they are tying birch bark to the frame with strips of cedar root. They will fill the cracks with sap from a pine tree. These light canoes could not have been used by the Pacific

Coast Indians who traveled on the ocean.

When the canoe in the picture is finished, the men may go hunting or fishing. Or they may sit in front of their wigwams and talk, while the women take care of the gardens. Hunting and fishing were men's work. Gardening was women's work.

The women wove baskets in which they carried and stored the corn, beans, squash, and pumpkins that grew in their gardens. They spent part of their time crushing corn to make corn meal. They also skinned the deer and other game the men brought in from the forest.

The women pounded and rubbed the deer skins to make them soft and smooth. When a deer skin was finished, an Indian mother used it to make moccasins and other clothing for her family.



Bark wigwams of the Woodland Indians

Because the Indians lived outdoors most of the time, their skin was apt to become dry and wrinkled from the sun and wind. So they rubbed their skin with fish oil mixed with red paint. That is why the people from Europe called the Indians "red men." Most of the Indian men and women carried small bags of paint for their faces and bodies. Many of the men and women also made their hair black and shiny by rubbing it with bear fat mixed with soot from the camp fires.

Long houses of the Iroquois

Not all of the Woodland Indians lived in wigwams. The Iroquois, who lived in

the forests of what is now the state of New York, built bark-covered houses.

Some of these houses were more than a hundred feet long. Although these Indians were named Iroquois by the Europeans, they called themselves Ongwanonsionni. This means "We of the Long House."

These long houses were divided into apartments, shown in the picture below. Around the inside walls of each apartment the Indians built wooden bunks. These bunks were the only furniture they used. Every four families shared one fire which they built in the passageway. Near the roof, the women stored corn, dried pumpkins, squash, and other food. Sometimes they used one of the apartments as a store-room.

The houses belonged to the women. As long as the men did their jobs and provided meat, fish, and furs, they were welcome. But if the men were lazy or quarrelsome, the women made them leave.

The Iroquois surrounded some of their villages with walls of pointed logs. These helped to protect them from their enemies and the wolves.

In a long house





Food from gardens in the forest

The Iroquois were able to live in permanent houses because they did not have to travel far for their food. Each family owned a piece of land on which the women planted a garden. The men went hunting and trapping in the forests and caught fish in the lakes and rivers. But when fish and game were scarce, the food from their gardens kept them alive.

The gardens were planted in clearings in the forest. One of these clearings is shown in the picture. Every now and then, the men cleared more land by burning off the forests. This was easier than cutting down trees with their stone axes. The dead tree trunks were left standing, as you can see in the picture.

The Iroquois, like the Pueblos, grew corn, beans, and squash in their gardens. But in the eastern woodlands there was plenty of rain for these crops to grow. The Iroquois did not need to irrigate their gardens, as the Pueblos did in the dry Southwest.

These Indians ate only one hot meal

each day. This meal was usually served at noon in clay or wooden bowls. The men ate first. When they had finished, the women and children ate. Each person took his bowl of food and sat wherever he pleased.

The Iroquois made a paste, or butter, out of crushed nuts or sunflower seeds. They also made what we now call "crackerjack" by pouring maple syrup over popcorn.

Whenever a visitor arrived at any time of the day or night, he was always offered food. The Iroquois considered it rude to ask a visitor why he had come until he had been invited to eat.

A united people

The Iroquois Indians included five different tribes—the Mohawk, Cayuga, Onondaga, Seneca, and Oneida. These were known as the "Five Nations."

Before Europeans came to America, the Five Nations of the Iroquois had learned that they could live more happily if they were united.

Each "nation" sent representatives to the council meetings. At these meetings, the representatives sat around the fire and talked over their common problems. After each Indian had spoken, the council decided what to do. Every representative voted. This is what we call "representative government."

Peace and war

The Five Nations were pledged to everlasting peace among themselves. Differences among the nations were to be settled by discussion around the council fire, and not by war.

Before declaring war on outside tribes, the leaders of all Five Nations had to agree. Sometimes, however, a group of Iroquois did fight other tribes. When this happened, a war chief went through the villages calling for volunteers. The men who wanted to fight smeared war paint on their faces and bodies. Then they grasped their tomahawks and joined the line of dancing, singing Indians.

Each warrior tied to his belt a small

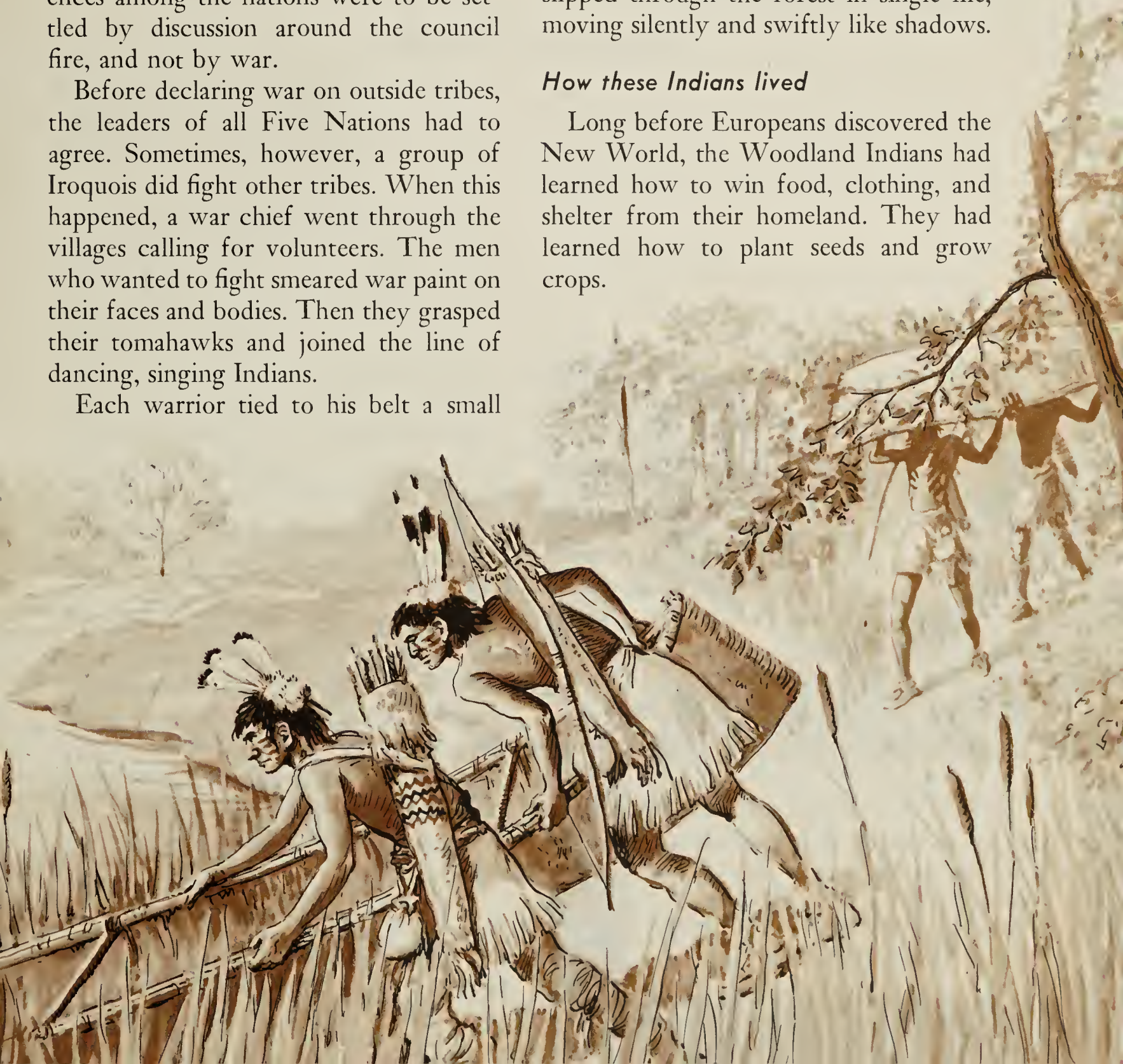
leather bag which the women had packed with corn and dried meat. When he reached enemy country, he ate a handful of the corn and meat each day.

The war party traveled in light bark canoes which the Indians could easily carry from one lake or river to another. When they came to a river, they slid their canoe into the water, as the Indians in the picture are doing.

When a war party had to travel overland, the men hid their canoes. They slipped through the forest in single file, moving silently and swiftly like shadows.

How these Indians lived

Long before Europeans discovered the New World, the Woodland Indians had learned how to win food, clothing, and shelter from their homeland. They had learned how to plant seeds and grow crops.



The women laughed and chattered as they went about their work. The men liked to talk about war and hunting, and about the heroes of earlier days.

In their more serious moments, they spoke of Manitou, the Great Spirit. They believed he lived in everything they saw around them. Indians of all ages joined in these discussions. And they all liked to play games. They never missed a chance to have a feast at which they sang and danced.

One group of Woodland Indians, the Iroquois, had learned how to unite five different tribes under one government.



1. In what ways were the "long houses" of the Iroquois like some of our modern houses? How were they different?

2. What foods grown by the Iroquois were also grown by Pueblo farmers? Why were the Iroquois able to grow these crops without irrigation?

3. Why were light bark canoes suited to life in the Eastern Woodlands?

The Aztecs of Mexico

The Indians we have been reading about, and numerous others, lived north of the Rio Grande in what are now the United States and Canada. An even larger

number had settled south of the Rio Grande in what we now call Mexico and the countries of Central and South America.

One of these groups was the Aztecs who lived in the country now called Mexico, shown on the map. One of these groups was the Mayas who lived in southern Mexico and Central America. Another was the Incas who lived in the high mountain valleys of Peru.

These groups of Indians differed greatly from one another. But each of them had built fine cities and places of worship. They had large populations, ruled by strong governments. All had learned to do many things which the Indians farther north had not learned.

We cannot look at all of these groups at this time, but we can look at one of them—the Aztecs.

A few strong leaders ruled over all the Aztec people. These rulers made the other Indians work for them.

Most of the workers were farmers.



WHERE THE AZTECS LIVED

This map shows the land just south of the United States. The Aztecs lived in and around Tenochtitlán, their capital. This city is shown on the map. The Indian tribes farther north had built no cities.



Some were miners who dug ore out of the rich silver and gold mines that belonged to the rulers. Others were laborers who built roads, bridges, canals, palaces, and temples. Still others carried loads on their backs, for the Aztecs did not have horses or other animals to carry burdens for them. Because they did not know about wheels, they could not build carts or wagons.

The heart of the country

The powerful Aztec rulers lived in a city on a high plateau, more than 7,000 feet above the level of the distant sea. There the air was pleasant and mild during most of the year. This high plateau was the heart of the Aztec country, and it is the heart of Mexico today.

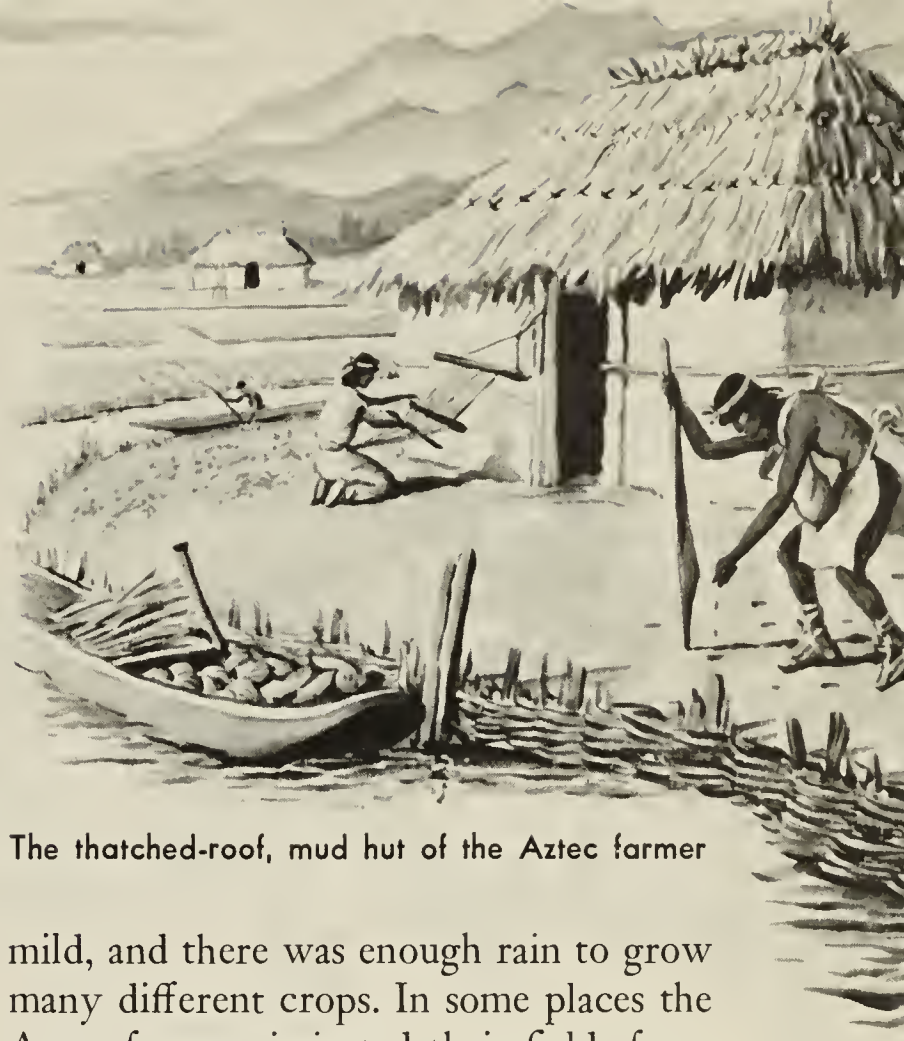
The Aztecs called their capital "Tenochtitlán" which you can find on the map. It stood in a beautiful valley, rimmed by mountains, where Mexico City stands today.

For protection, the Aztecs built their capital on an island in a great shallow lake. Thousands of people lived in this city of well-built bridges and beautiful stone buildings. None of the Indians who lived farther north ever dreamed of a city like this.

A land of farmers

Their high plateau had many advantages for farming, and the Aztec farmers learned to make good use of these advantages.

There were many fertile valleys much like the one in which the capital city was built. In these valleys, the climate was



The thatched-roof, mud hut of the Aztec farmer

mild, and there was enough rain to grow many different crops. In some places the Aztec farmers irrigated their fields from lakes or mountain streams, as Mexican farmers do today.

All around the island capital, the shores of the lake were crowded with farms. The farmers and their families lived in small huts like the one you see in the picture. The roofs of the huts were covered with the broad flat leaves of the maguey plants which grew on the plateau.

The maguey plants also provided fiber, or thread, for making clothing and baskets. The woman in the picture is weaving cloth that she will use in making clothing for her family.

Around the huts, the Indian farmers planted gardens in which they grew corn, beans, peppers, and other crops. When they needed more land, they built a frame by driving reeds and wooden stakes into the soft lake bottom. Then they filled the frame with mud and planted their seeds.



Market day in an open square

In a few years, the rich moist soil became firm, and a new island was formed.

The island capital

The farmers visited each other and traveled to and from the capital city in “dugout” canoes, made from hollowed tree trunks. On market days they loaded their boats and headed for the city. As they approached Tenochtitlán, they passed beneath bridges that connected it with other islands. They entered the city itself on one of the many canals that ran through it.

Footpaths ran along both banks of the canals. Facing the footpaths and the wider streets were fine houses of stone and sun-baked clay. Around the houses were gardens of trees and flowers.

Cold, fresh water was brought to the city from a nearby mountain. The water

flowed down the mountain side, across the lake, and into the city through a large stone trough, or aqueduct.

In the center of the city was a huge paved square which the Spaniards later called a “plaza.” The main plaza of Mexico City now stands at about the same place where the old Aztec square once stood. Around the square were houses, schools, and the palaces of the rulers. And in the square, itself, the people played games and danced on holidays.

Market day

In another open square, skilled workmen sold their wares on market days. Wealthy Aztecs, like those you see in the picture, bought ornaments of gold and silver, jade and other gems. Among the Aztecs, jade was valued more highly than gold.

Farmers from the nearby countryside sold vegetables, corn, and cloth woven from cotton or from the fibers of the maguey plant. From distant parts of the country, merchants brought jugs, feathers, sea shells, the skins of mountain lions, slaves captured in warfare, honey, and tobacco. There were also cacao beans from which the Indians made chocolate to drink.

The merchants traveled all over the country. They followed the footpaths that connected one village with another. Long lines of Indians carried the goods that the merchants bought and sold. Wherever they went, the merchants watched the people. They reported what they saw to the rulers in the capital.

Aztec books and maps

From the information gathered by the merchants, artists made maps and books for the rulers. The books were not like those we use. The Aztecs did not have an alphabet, as we do. They used “picture-writing” with added signs or symbols.

The artists told the stories with a series of pictures and symbols which they drew on a long strip of material much like paper. Then they folded the “paper” like an accordion. A reader could tell which picture to look at next by following a line of tiny footprints drawn from one picture to another.

You can see the footprints in the drawing on this page. The drawing tells the story of a group of Aztecs who went by boat from an island to a cave in a hill.

The maps, also, were made with pictures. Map makers drew palm trees to



The picture-writing of the Aztecs

show a wet, tropical region. Little maguey plants were used to show the high, cool land of the plateau.

A cruel government

The Aztec rulers lived in beautiful houses and wore fine clothing. Even the poorer Aztecs lived more comfortably than most of the Indians who had settled farther north, in what is now the United States.

But the people were not contented. Many of them hated their rulers. They particularly hated the leading Aztec who was like a king. The rulers made all the laws and cruelly punished any person who dared to break them.

Now and then a group of Indians tried to win their freedom. When this happened, the rulers sent soldiers to kill the leaders and make slaves of the men, women, and children. Some of these slaves were sacrificed to the Sun God, whom the Aztecs worshiped. When the Spaniards landed in the country of the Aztecs, many discontented Indians helped them to defeat the Aztec rulers.

What the Aztecs had learned

The Aztecs had learned many things unknown to the Indians who lived farther north. Aztec farmers raised food for the nearby city, as well as food for themselves. Merchants carried on a lively trade with all parts of the Aztec country. Skilled workmen built beautiful stone temples of the kind you see in the picture below.

The Aztecs had a better method of writing than any of the other Indians we have read about. They had worked out a number system that was useful to merchants and other people who bought and sold goods.

They also had better methods of getting food, clothing, and shelter than most of the Indians who lived farther north. For this reason, they could spend much of their time in other ways. Some of the people could devote their lives to becoming good carpenters, stone masons,

artists, and scholars. By specializing in this way, the Aztecs could build and live in a great city.

And yet the Aztecs paid a high price for the good life many of them enjoyed. Only a few of the people knew how to read and write. Many were slaves. Neither the slaves nor the poor people had anything to say about how their government was run. We may be sure that the other Indians we have looked at would not have traded their free way of life for all the wealth of the Aztec capital.



1. Look again at the picture of the Aztec farmer planting seed. Where in this book have you seen a member of another Indian group using this same method?

2. Explain how the Aztecs increased their land for farming as they needed it. Do you know of any place today where new land has been "added"? How is this done?

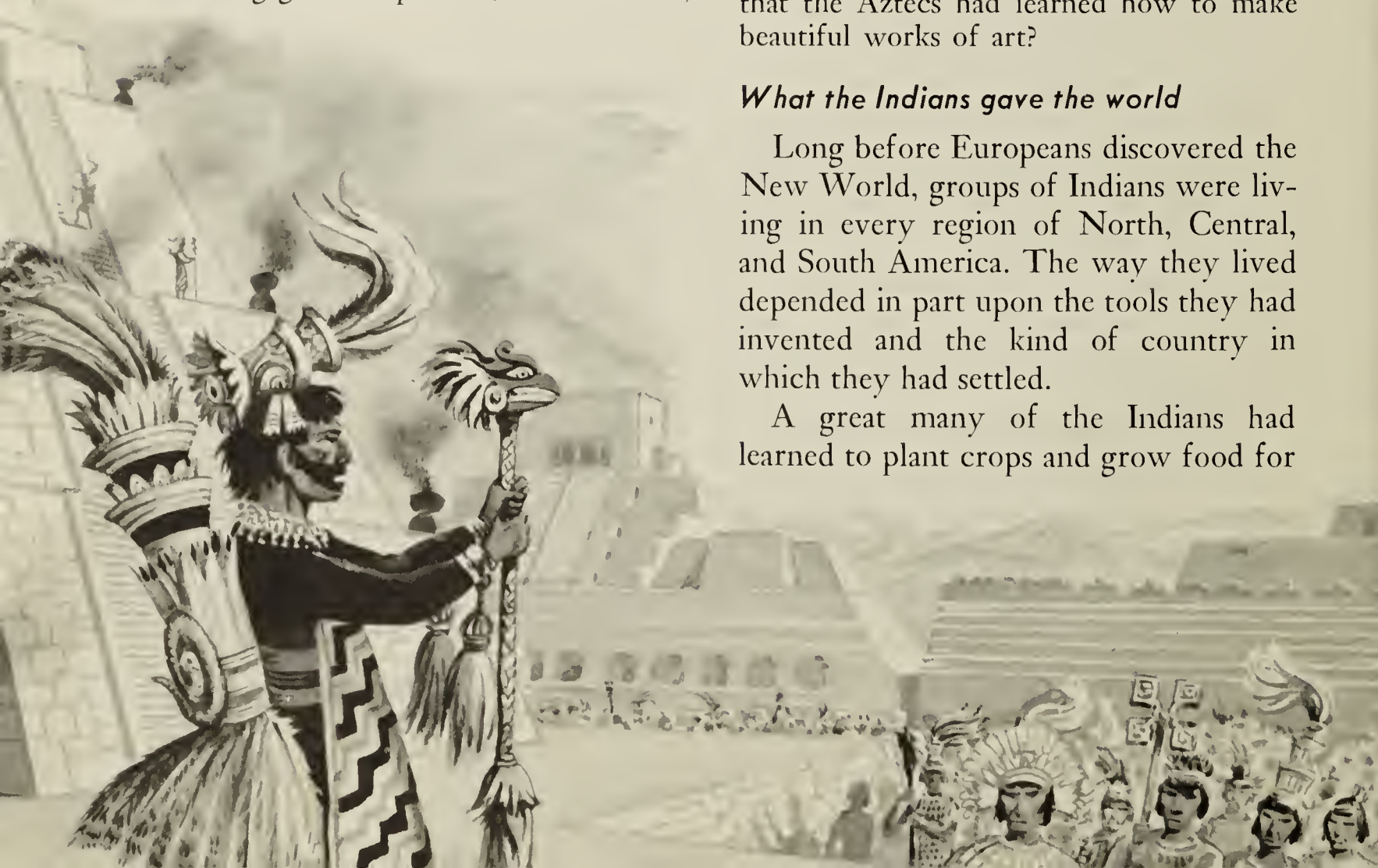
3. Which Indians you have read about had a city most like our modern cities?

4. How does the picture on page 30 show that the Aztecs had learned how to make beautiful works of art?

What the Indians gave the world

Long before Europeans discovered the New World, groups of Indians were living in every region of North, Central, and South America. The way they lived depended in part upon the tools they had invented and the kind of country in which they had settled.

A great many of the Indians had learned to plant crops and grow food for



themselves. This made it possible for them to settle down in one place and build permanent houses.

Many of the discoveries and inventions of the Indians later helped other people to live better. From the Indians, Europeans learned about corn, potatoes, tomatoes, squash, chocolate, peanuts, tobacco, maple sugar, and many fruits and berries. More than half of all the farm products grown in America today were first discovered and used by Indians.

Europeans also learned from the Indians how to plant the native crops. They learned the Indian ways of fertilizing their

gardens. They learned how to build canoes and how to hunt and fish in the forests, lakes, and streams of the New World.

There were, of course, many things the Indians did not know. None of the Indian groups had an alphabet. They did not know how to make tools and weapons out of iron and steel. They did not know about wheels, and so could not build carts to carry heavy loads. They had no horses, donkeys, cows, or pigs.

And so, when Europeans came to the New World, the Indians had much to learn as well as much to teach.

Thinking about What You Have Learned

1. Which of the five Indian groups would you rather have lived with before the Europeans came to the New World? Give reasons for your choice.

2. Imagine you are a boy or girl in one of these five Indian groups. Tell how you get your food and what your home is like. Let members of your class guess who you are.

3. What do you think were the most useful inventions the Indians had before Europeans came to the New World? Why?

4. How did the Indians and the Europeans learn from each other?

5. Explain how the Indians of the Eastern Woodlands came to be called "red men."

6. Describe the "representative government" of the Iroquois Indians. Explain briefly how some of the other Indian groups were governed. Use the picture on page 18 to help you.

7. Which pictures in this chapter show how Indian children learned from their parents and other people around them?

8. Describe the means of transportation that were used by each of the five Indian groups. Do you think these ways of travel were suited to the kind of land where each group lived? Tell why.

9. Which Indian group used "bull boats" like the one shown below? How were these boats made? To check your answer, read again a part of the story on page 16.

10. Which Indians built their capital on an island in a lake? Name a modern city that is on an island. Is there one in your state?

11. Describe any stone arrowheads, axes, or other Indian tools that you have seen. If you own an arrowhead, bring it for the class to see.

12. Plan to make a booklet about the Indians in your own state. If you can, tell the story of the Indians who were living there before the time of Columbus. Plan to illustrate your booklet.



2

PEOPLE of the OLD WORLD

in Their HOMELAND

There was a time when the people of Europe lived much as the Indians did. Early Europeans, like the Indians, hunted and fished for a living. They used stone axes and stone knives and dressed in the skins of animals.

Through the centuries, however, the Europeans discovered and invented new tools and new ways of doing things. They learned to use their land better and to produce more food with less work.

At the time of Columbus, many Europeans lived in cities. It is true that most of the people still were living in small farm villages. But there were many "city people" who carried on a busy trade with other cities and distant lands.

In the New World, as we have seen, some of the Indians had built fine cities and traded back and forth with other tribes. But most of the Indians lived in

small communities. Although they carried on some trade, it was nothing like the great trade that was going on in Europe at this time.

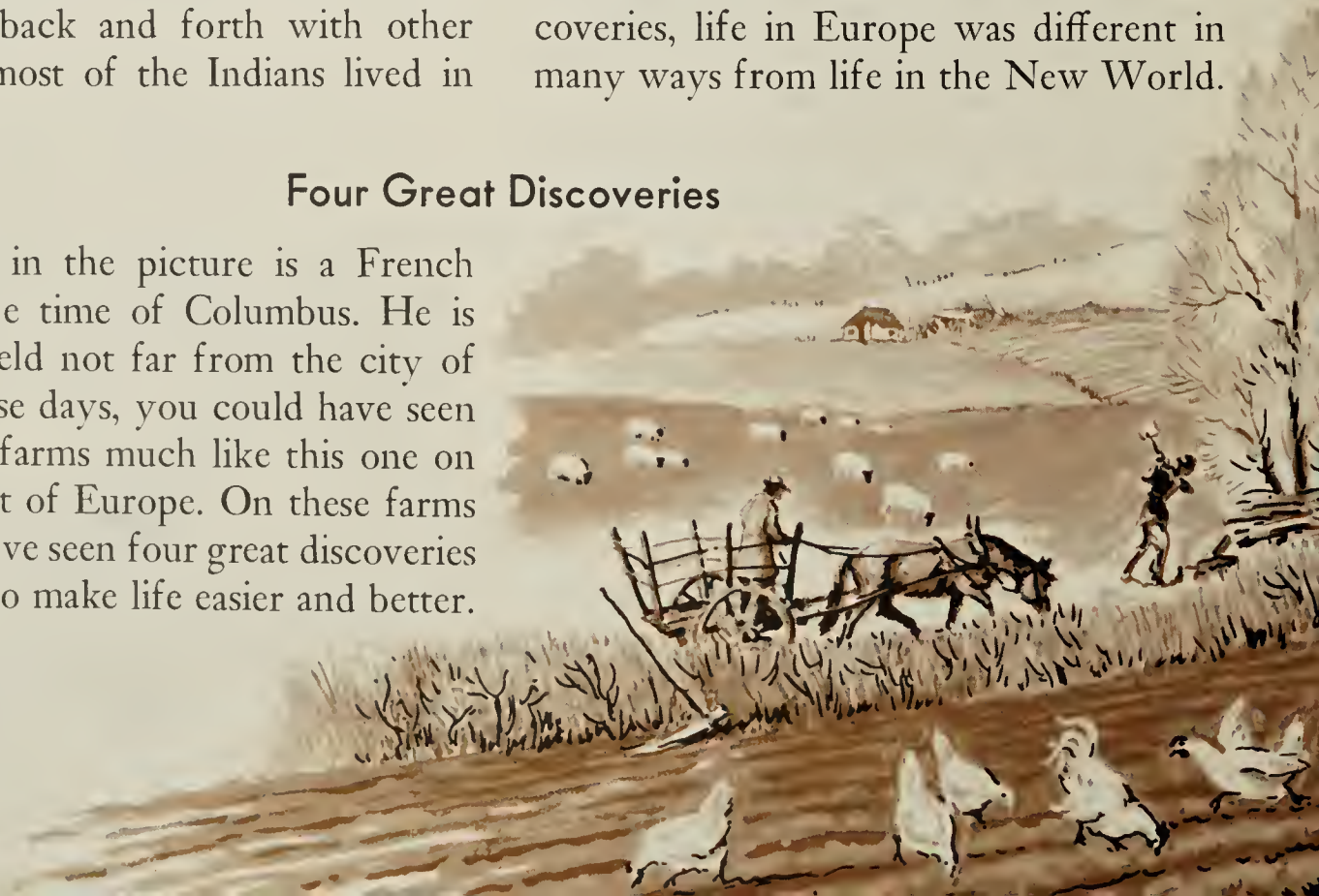
In the next few pages, we shall look at a few of the tools, weapons, and ideas that the people of Europe knew about at the time of Columbus.

Many of these discoveries and inventions had been made thousands of years before Columbus sailed to the New World. Some of them had been made by peoples who lived in Egypt, Arabia, and other lands near the eastern end of the Mediterranean Sea. Others had been made in far-off India and China and were brought to Europe by travelers and traders.

Because of these inventions and discoveries, life in Europe was different in many ways from life in the New World.

Four Great Discoveries

The man in the picture is a French farmer at the time of Columbus. He is plowing a field not far from the city of Paris. In those days, you could have seen many other farms much like this one on the continent of Europe. On these farms you could have seen four great discoveries that helped to make life easier and better.



The plow

The French farmer is using a plow to help him with his work. Farmers in Europe had known about plows for many centuries before the time of Columbus.

The plow is one of the world's great inventions. This invention is so old we do not know who first invented it.

We do know that plows were used by Egyptians and other peoples thousands of years ago. Perhaps the Europeans borrowed this invention from other people. Perhaps they, too, invented it. We can be sure of one thing. Because of the plow, Europeans could plant larger fields and grow more food than the Indians could hope to do with their digging sticks.

Domesticated animals

The French farmer is using something else known to Europeans for thousands of years. We do not know when people first made use of tame, or domesticated,

animals. But we do know that men discovered in very early times how useful these animals can be.

The French farmer is using oxen to pull his plow. Other European farmers used horses and donkeys, as well as oxen. These animals helped the farmers to do much more work with less effort.

Boys and girls who lived on European farms got much of their food and clothing from domesticated animals. In many of the farming communities, there were cows and sheep, pigs, chickens, and ducks.

The boys and girls helped with the milking. Boys guarded the sheep from wolves. Milk, butter, cheese, meat, and eggs were common foods. Leather was made from the skins of the farm animals, and wool was clipped from the sheep.

Farming in Europe at the time of Columbus



The Indians we have been reading about would have been amazed at the sight of all these farm animals.

The wheel

The wheels used by Europeans would have amazed the Indians even more. This invention, like the plow, had been known to the people of the Old World for thousands of years.

Few inventions have done more to change everyday life than the wheel. Because of wheels, men could move heavier loads for longer distances. The people of the Old World did not have to carry all their burdens on their backs. They did not have to drag them along the ground, as the Indians sometimes did. Instead, they

The wheel made it possible to use better three kinds of power—animals, wind, and water.

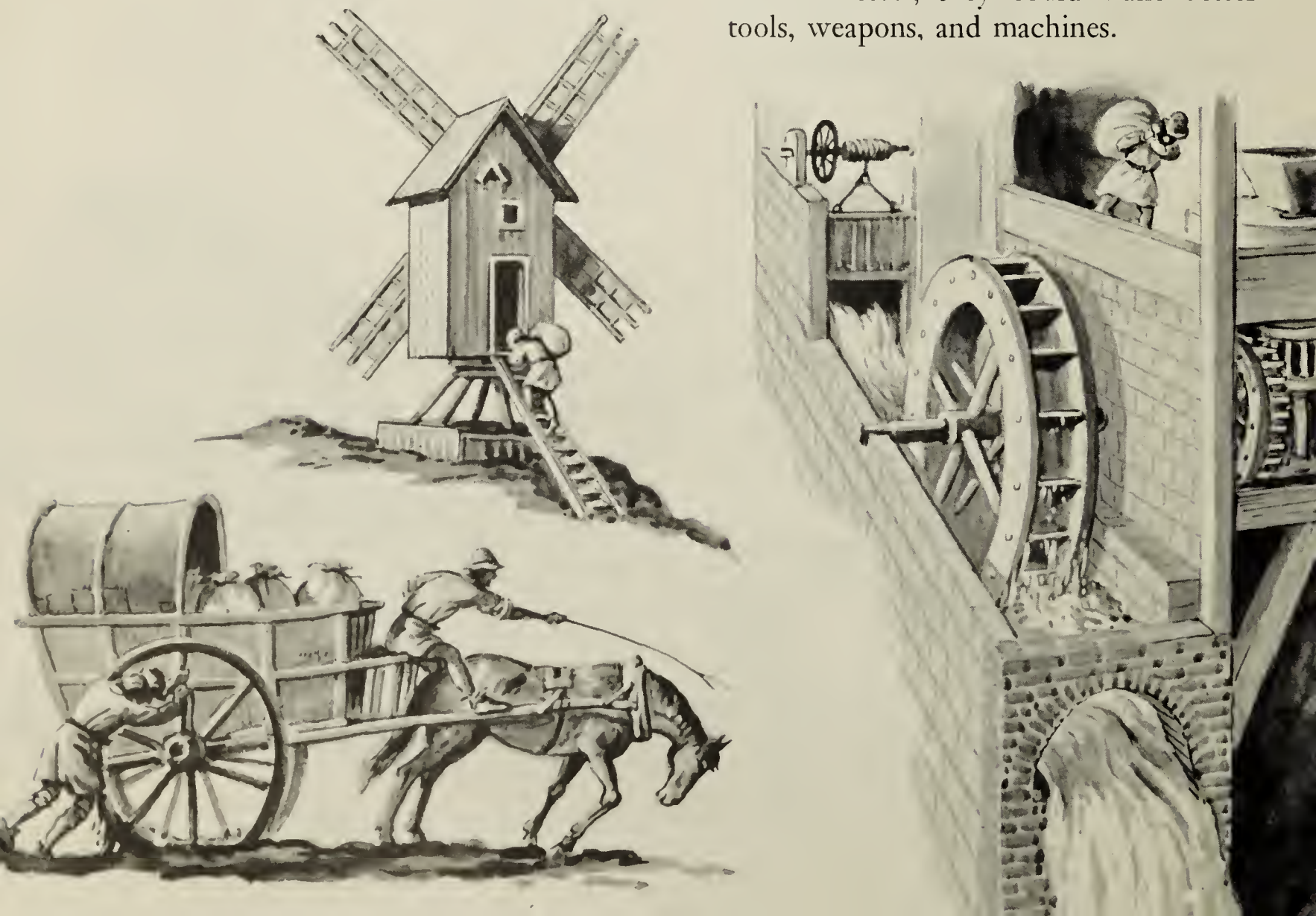
used wheelbarrows, carts, and wagons. They also built water wheels to make use of the power of running water. They built windmills to make use of the power of the wind.

Iron and steel

The Europeans also were using iron and steel tools. These helped to make life easier for them than it was for the Indians.

European farmers, like the one in the picture on page 35, owned iron axes, shovels, sickles, scythes, and hammers. The farmers' wives cooked in big iron kettles. Steel was rare and much more expensive than iron. It was used only for the finest tools and weapons.

Many of the Indians did fine work with gold, silver, and copper. But they did not know how to use iron and steel. Because the Europeans knew how to use iron and steel, they could make better tools, weapons, and machines.



Better Ways of Sharing Ideas

We have looked at four great discoveries that helped to make life in Europe different from life among the Indians. It is time, perhaps, to ask a question: "Why didn't the Indians also discover and invent these things?"

One idea leads to another

One way to answer this question is to say that each new invention gives people ideas for other inventions.

The wheel is a good example of how this works. After men learned how to use wheels, they used them to make the kinds of things shown in the pictures. At the time of Columbus, Europeans had learned enough about wheels to make life easier for them than it was for the Indians.

In time, people learned to make all of the many different kinds of machines we use today. Try to picture life without clocks or watches, automobiles or airplanes, railroad trains, ocean liners, or factory machinery. None of these would be possible without the wheel.

Each new idea, then, gives people other ideas. But this happens only when people are able to learn from each other. Suppose the first man to invent the wheel had lived on a desert island. No one else would have learned about the wheel, at least from him.

For this reason, it is very important for people to share their ideas with each other. The earliest way in which people did this was by talking with one another. When they wanted to remember something, they memorized it. Children mem-

orized what their parents told them. When they grew up, they passed this knowledge along to their own children.

Writing makes a difference

Then, in several different parts of the world, different peoples invented ways of writing. They did not have to meet face to face to share ideas. They could write down what they knew and pass it on to people in other places.

Some peoples learned to write much earlier than others. In lands near the eastern end of the Mediterranean Sea, the Babylonians and the Egyptians learned to write in very early times. In the Far East, the Chinese learned. And in the New World, the Aztecs and the Mayas also learned.

All of these peoples used some kind of "picture-writing" with added signs or symbols. When they wanted to tell a story or make a record, they drew a series of pictures and signs. An Aztec story told in this way is shown on page 31.

Much later, men began to invent letters such as those in our alphabet. This was a great step forward. It made writing easier, and more exact, than it was before.

In the years before Columbus sailed to the New World, more and more people in Europe were learning to read and write. They used letters much like ours. But the Indians continued to use picture-writing. Very few Indians could write at all. As a result, new ideas spread much more slowly among the Indians than they did among the people of Europe.



Printing helps to spread ideas

Ideas spread much more rapidly after men invented the printing press. Before printing was invented, only a few wealthy Europeans owned even one or two books. They were so valuable that some owners kept their books chained to their desks.

Then, in about 1450, Europeans invented the printing press. Actually, the Chinese were the first printers. But the Europeans probably worked out the idea for themselves. Among the inventors in Europe was a German named John Gutenberg. In the picture on the next page, Gutenberg is examining a page fresh from his printing press.

In a short time, hundreds of printers were at work in Europe. Books became cheaper. More people could buy them. More people learned to read and write. New ideas traveled much faster.

A new number system makes it easier for Europeans to share ideas

It is hard for us to think of the numbers 1, 2, 3, 4, and so on, as an invention. But these numbers gave the Europeans a great advantage over the Indians. Europeans learned the “Arabic numerals,” as we call them, from Arab traders. The Arabs got them from the people of India.

At the time when the New World was being explored and settled, many people in Europe were using Arabic numbers. A man could write the measurements of a boat or a machine on a piece of paper. Another man who had never seen the boat or machine could then build one exactly like it.

The Indians could not do this because of the number systems they used. The Aztecs had one of the best systems of counting of all the Indians. But it was not an easy system to use. Suppose, for example, an Aztec noble wanted to buy 402 blankets from a merchant. How would the Aztec write this number?

First, he had to draw a picture of a blanket like the one shown at the bottom of this page. Then he drew the sign that looks like a small tree. This stood for the number 400. After that, he drew pictures of two fingers, each standing for the number 1. The tree and the two fingers give us a total of 402. How much easier it is to write the number 402 than it is to draw these pictures!

Science speeds change

How we learn is just as important as *what* we learn. One way in which young people learn is to follow the ideas of the older people around them. That is a good way, but it is not the only way. Another method of learning is called the “scientific method.”

Galileo was one of Europe’s early scientists. He had been taught that when two objects were dropped, the heavier object fell more rapidly than the lighter one. For hundreds of years, people had





The printing press was one of man's greatest inventions. It helped men to learn from each other and to spread ideas quickly.

believed this to be true. But Galileo was not satisfied. He wanted proof. That is what every scientist wants.

Galileo decided that the only way to discover the truth was to see for himself what really happened. So he carried out an experiment. We do not know exactly what happened, but the story goes that he invited a group of professors and students to watch his experiment. Then he climbed to the top of the famous Leaning Tower which may be seen in Pisa today.

Galileo took two objects of the same size and shape, but of different weights. He dropped them at the same moment from the top of the tower. As they fell, he timed their rate of speed and found that they both fell at the same rate. In this way, he proved that what men had believed to be true was not true at all.

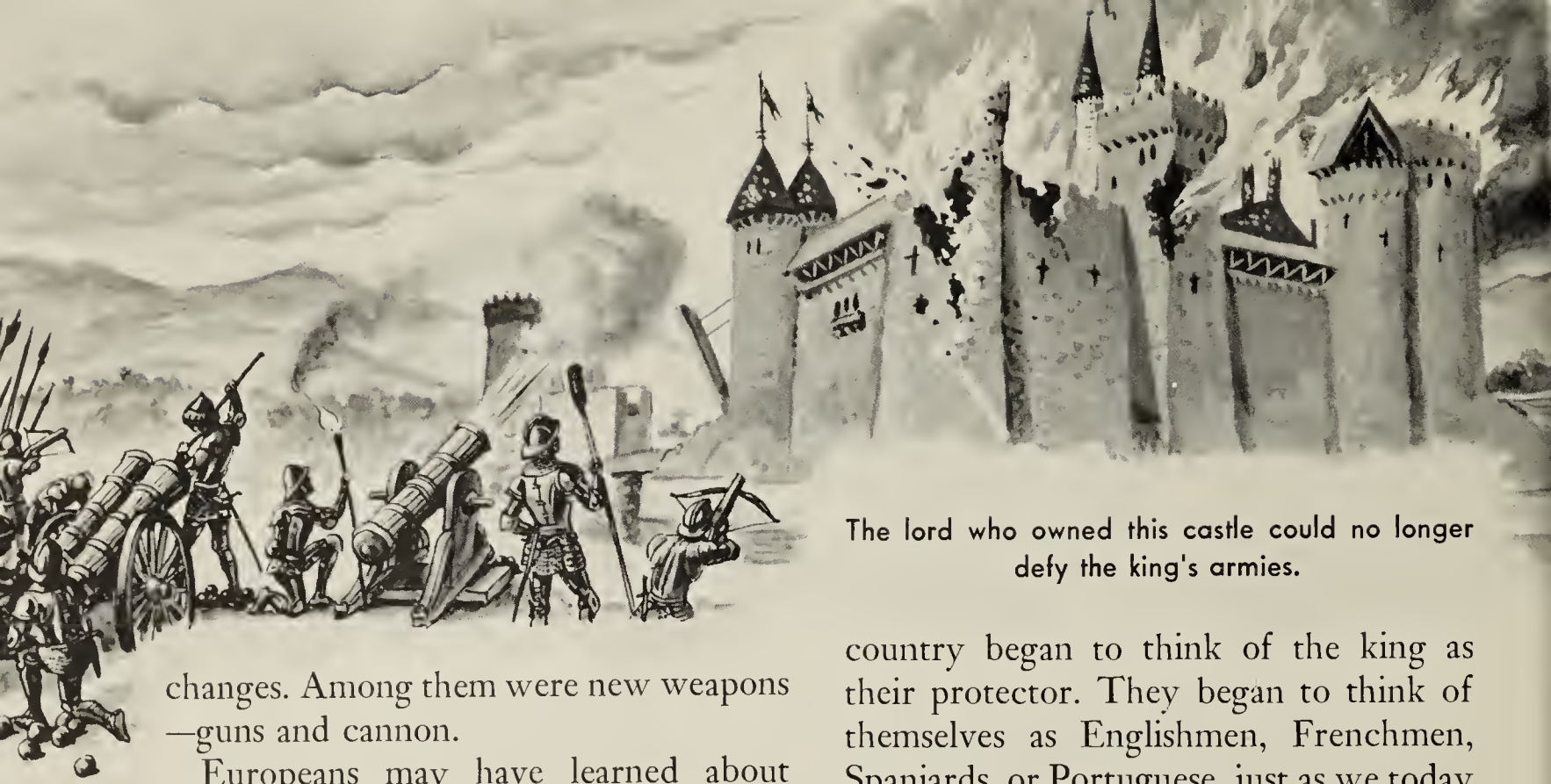
Even before the time of Galileo, Europeans were beginning to experiment. These early scientists were discovering

new truths about the world around them. This is another reason why life in Europe was changing rapidly during the years when the New World was being explored and settled. It was changing much more rapidly than life among the Indians.

The idea of a "nation" helps to unite people

In still another way, Europeans had a great advantage over the Indians. The Indians lived in many different tribes, scattered over two huge continents. Some of the Indian groups conquered other groups. Some carried on a lively trade with distant tribes. But many of the people of the New World lived in small communities without seeing or hearing much about their neighbors. As a result, new ideas and inventions spread slowly.

But in Europe, people were learning to live together in larger and larger groups. Kings were becoming more powerful. The wealthy nobles, who had ruled much of Europe, were losing their power. Many things were helping to bring about these



The lord who owned this castle could no longer defy the king's armies.

changes. Among them were new weapons—guns and cannon.

Europeans may have learned about gunpowder from the Chinese or other peoples. The Chinese used it as a plaything in “fire sticks,” or firecrackers. But before the time of Columbus, Europeans invented a way to turn the “black powder” into a deadly weapon.

The invention of gunpowder helped the kings destroy the power of the nobles. For a long time, the nobles had been safe from attack in their great stone forts, or castles. Some of these castles had high walls, twenty or thirty feet thick. Before guns were invented, the kings' soldiers had found it very difficult to break through, or climb over, the stone walls. But cannon could blast holes in the walls of even the strongest castles.

As the kings got more power, they could stop the little wars between one noble and another, and between one city and another. In countries like England, France, Spain, and Portugal, the kings made laws for all the people throughout their own country.

After this happened, the people in each

country began to think of the king as their protector. They began to think of themselves as Englishmen, Frenchmen, Spaniards, or Portuguese, just as we today think of ourselves as Americans.

This was a new way of thinking for most people. But the idea of a “nation” spread rapidly. It helped to unite the people into larger and larger groups.

Instead of fighting each other, the citizens of each growing nation were learning to live together in peace. Laws, enforced by the king's men, protected all of the people in a nation. Trade grew. Travel increased. Ideas spread. And the nations themselves became richer and stronger.



1. What discoveries and inventions made it easier for Europeans to share ideas with one another at the time of Columbus?

2. Use picture-writing to give this information: *The boy has three dogs.* Now try to use picture-writing to give this information: *The boy is honest.*

Use your pictures to explain why the invention of the alphabet was a great step forward.

3. Why do you think books became cheaper after printing was invented?

4. Show that it is easier to write 402 than to draw the Aztec picture.

Merchants, Traders, and Sailors

Much of the growing wealth of Europe came from trade. Wealth came, too, from the new industries that were springing up in the cities.

Trading cities

Most people in Europe were "country people," living in small farm villages. But more and more people were moving to the cities.

As you see on the map, most of the larger cities were built on rivers or near the sea coast. Ships and boats were still the chief means of transportation. All of these cities still exist in Europe today.

The people who lived in the crowded cities could not, of course, produce all the things they needed. They bought their firewood and most of their food from

nearby farmers. They bought their shoes and cloth and clothing from shoe makers, tailors, and merchants in the city. The merchants, in turn, bought articles made in other cities. Without merchants and traders, people could not have lived in cities.

Every city had its own bakers, carpenters, masons, tailors, shoe makers, and other skilled workers. But most cities were noted for some special thing that its workers produced. For example, the tanners of Cordova, Spain, were famous for their fine leather. It was bought by shoe makers and harness makers in many parts of Europe. Bordeaux in France was known far and wide for its fine wines. Brussels, in the country we call Belgium, was famous for its lace.





Luxuries from the East

In spite of the new and growing industries, Europeans could not produce all the goods they wanted. Wealthy merchants and land owners were willing to pay high prices for the luxuries of the East. These came from the lands near the eastern end of the Mediterranean Sea, and from far-off India and the Spice Islands.

People in Europe wanted silk, gems, and fine cotton cloth from the East. They wanted sweet-smelling oils, carpets, camel's-hair cloth, and spices. Pepper was so valuable that it was called "black gold." Europeans used huge quantities of it to preserve meat and to make their food taste better.

On the map on the next page, you can see one of the main trade routes over which these luxuries were carried. Ships manned by sailors from India and Arabia

crossed the Indian Ocean to a port on the Persian Gulf. From there, the goods were carried by river and camel caravan to the Mediterranean Sea.

Part of the way led through desert. Armed guards kept a sharp lookout for bandits. Each day the camels had to be loaded and unloaded.

At Damascus, other loaded camels joined the caravan. For many days the traders plodded across the hot desert sand. After a long journey, they reached Acre or some other port on the Mediterranean Sea.

In these eastern Mediterranean ports, East and West met. Merchants and traders exchanged goods. The eastern trader in the picture is showing his fine wares to a merchant from the city of Venice.

The luxuries from Asia were loaded on ships and carried to European trading cities like Venice and Genoa. In return,



AN IMPORTANT TRADE ROUTE AT THE TIME OF COLUMBUS

The people of Europe not only traded among themselves, but also with the peoples of distant lands in Asia. They wanted many things produced in those lands but not in Europe. The map above shows one of several heavily traveled trade routes between Europe and the East.



Venice—a city that trade built

the products from Europe were loaded on camel caravans and carried back over the long land route to the Persian Gulf.

Venice: A city of merchants

For many years before Columbus sailed to the New World, a large part of the trade between Europe and Asia passed through Venice.

Unlike many of Europe's cities, Venice was not surrounded by walls. It was built on islands near the head of the Adriatic Sea. The surrounding water helped to protect Venice from enemies. The water also served as streets. Venice was a city of canals, bridges, and boats, as it is today.

Venice was also a city of merchants. As a result of trade, it became the wealthiest and, in many ways, the most beautiful city of Europe.

The traders worked together to organize their business. Great fleets, with as

many as five hundred ships, sailed from Venice to foreign ports. One fleet headed for England, another for the Black Sea. Still others sailed to Egypt and the eastern coast of the Mediterranean Sea.

Every man on these ships, including the passengers, was armed and ready to fight in case of attack by pirates. Each ship carried a band, for the people of Venice were fond of music. Each ship also carried young noblemen who were learning to be merchants.

The merchants of Venice took great pride in the quality of the goods they bought and sold. When the ships were loaded, every article was carefully inspected.

The merchants of Venice made huge fortunes from this trade. With this money, they hired skilled builders and artists to build and decorate their churches and palaces. Even today, visitors

from all over the world gaze in wonder at the art treasures of this famous city.

There were, of course, many other trading cities in Italy and throughout Europe. These cities, too, became rich and famous centers of art and learning.

Overland with a pack train

Overland trade routes led from Venice, Genoa, and other Italian seaports to the cities of northern Europe.

Before they started over these long trails, the traders carefully checked the packs on their horses or donkeys. Most of the trails they followed were not good enough for wheeled carts. Some of the trails, like the one in the picture, crossed high mountains. Others wound through dense forests or led across the plains.

The traders hired armed guards to protect their pack trains from bands of robbers who lived in these wild places. At night, the guards stood watch while the traders slept around their camp fires.

Now and then the traders passed a monastery like the one in the picture. The monks who lived in the monasteries had dedicated their lives to God's service.

Travelers seldom passed a monastery without stopping for rest and food.

Around some of the monasteries were orchards and fields of grain. Not far from the monastery walls were the huts of the peasants who worked the land.

Every few miles, the pack trains passed through small farming villages. One-room huts with thatched roofs lined the road. As the traders plodded by, farmers in the nearby fields turned to watch. Children tumbled out of the houses, and pigs and chickens scrambled for safety.

But the traders did not stop in these villages. They were headed for the markets and fairs of the large cities.



1. Look again at the map on page 41. Do you think that most of these cities were built in good locations for trade? Explain why.

2. The picture on page 42 tells a story of the great trade between Europe and the East. What story does it tell?

3. How does the map on page 43 help to tell this story?

4. Find in the pictures on pages 42, 44, and 45 several different kinds of transportation used in this great trade between Europe and the East.

A resting place on an overland trade route



Life in a Big City—Paris

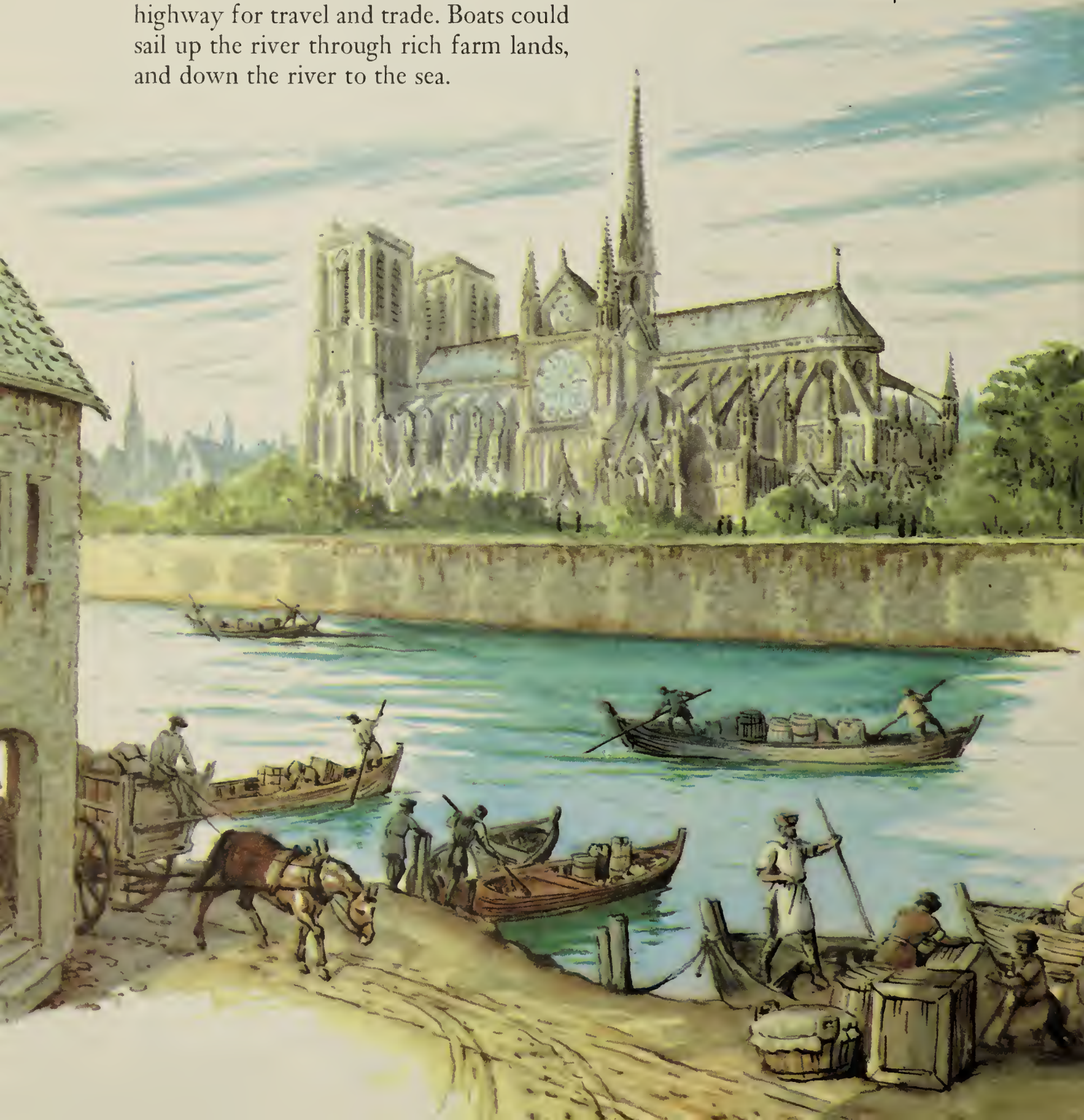
A great city on a river highway

One of the largest and most important cities was Paris, in France. A good location for trade helped to make Paris one of the great cities of Europe.

Paris was a “river city,” growing up on the Seine River. The Seine was a natural highway for travel and trade. Boats could sail up the river through rich farm lands, and down the river to the sea.

Standing on an island in the Seine was the beautiful Cathedral of Notre Dame. Thousands of people passed through its doors each year to worship God. Great

The great cathedral of Notre Dame—a place of worship built by the great designers and skilled workmen of Europe



PARIS AT THE TIME OF COLUMBUS

cathedrals as well as large numbers of smaller churches could be seen in Europe. The people did not all worship in exactly the same way. But religion played a big part in the lives of all of them.

Paris was already an old city at the time when Columbus sailed to the New World. It had started as a village of boatmen and fishermen on an island in the Seine. The island made it easy for travelers to cross the river at this place. In time, Paris grew to be an important "crossing place" and center of trade.

The shape of Paris at the time of Columbus is shown on the map. The large island in the river is the one on which Paris got its start, and where Notre Dame was built. Paris was a walled city. Outside the walls was open countryside, dotted with small farm villages.

At the gates of Paris, the dirt roads became paved streets that led into the city. On market days, Paris was crowded with people buying and selling.

Some of the farmers came to market in two-wheeled carts piled high with firewood. Other carts were loaded with baskets of fruits and vegetables. Some farmers walked, carrying baskets of turnips or live chickens. Still others came in boats. Traders from distant cities traveled overland with pack trains or came by boat on the River Seine.

Like many other European cities, Paris was growing rapidly. The newcomers built on every bit of land they could find. Even the bridges across the Seine were jammed with houses and shops. About 150,000 people lived in Paris at the time of Columbus.



Most of the streets were very narrow. Some of them were only eight or ten feet wide. The upper stories of the houses on either side of the street almost touched each other. A man could lean from his window and hand something to his neighbor across the street!

At night, people carried lanterns, for there were no street lights. Most people did not go out after dark. There were no policemen, and it was easy for robbers to lurk in the dark shadows.

The streets were never clean. The people threw their garbage out of the windows into the streets where it lay until the dogs ate it.

No one in those days knew about germs, but many people did know that dirt was connected with sickness. However, they had not learned how to work together to keep their cities clean.



Learning a trade

Persons walking along the streets could look into the open windows of the shops where men and boys were working. In most of the shops, only one or two men and boys worked in the small room behind the open window. They had few machines and did nearly all of the work by hand.

When a man wanted to buy a new pair of shoes, or a suit of clothes, he went to the shop of a shoe maker or a tailor. When he wanted to buy a lock for his door, he went to a shop like the one in the picture. The master of the shop is hammering out an iron lock on his anvil while a customer looks on.

The boys were called "apprentices," or "learners." When a boy was old enough, his father took him to a "master workman" to learn a trade. For several years, he got no pay except his food and clothes. Later, he was paid wages. Finally, when

he was able to produce "master" pieces, he might become the master of his own shop.

The University of Paris

There were no public schools in Paris or anywhere in Europe. If a boy wanted to become a doctor, a lawyer, a clergyman, or a teacher, he had to go to a church school or study with a private teacher. He learned to read and write Latin, which was the language used by educated people. Then he was ready to go to a university. For the most part, only the son of a wealthy merchant or nobleman could afford to do this.

The University of Paris was one of the first universities in Europe. It was started about three hundred years before the time of Columbus. Young men from all over Europe came to study there.

Students from the same country lived together near the university. They called themselves a "nation." The different "nations" sometimes quarreled among themselves, but they also learned a great deal

from one another. They shared ideas whenever they met together to sing or talk or study.

Besides students, there were men of great learning at the universities in Europe. Many of them were churchmen. They were interested in discussing questions such as: What is a good life? How can people learn to live together better? There was much thinking and writing about these ideas.

How the fairs spread new ideas

Great fairs were held near the gates of Paris and near other cities in France. Traders flocked to the fairs, bringing with them the products of other European countries and the East.

These fairs were like great open-air department stores. The colorful tents and booths of the traders were scattered over the fair grounds. The shop keepers from the city bought the goods they needed—leather, wool, silk, iron, steel, gold, silver, spices, pepper, salt, and a thousand other articles.

But it was not all business and trade. There was always plenty of fun. There were booths where people could buy food and drinks. There were tents where they could listen to traveling singers. And there were trained bears to watch, like the one you see in the picture.

Here, in the great fairs, people caught another glimpse of the richness and variety of life in Europe. The fairs were an education in themselves.

The traders and businessmen who traveled back and forth between the cities

and fairs of Europe did more than transport goods. Like the students and the men of learning, they carried new ideas from one country to another. Everywhere they went, they made new friends and learned new things.

As trade increased and ideas spread along the trade routes, Europeans began to learn more and more from each other. But that was not all. European traders around the Mediterranean Sea were meeting other traders from Asia and Africa. Little by little, Europeans were learning more about the world in which they lived.



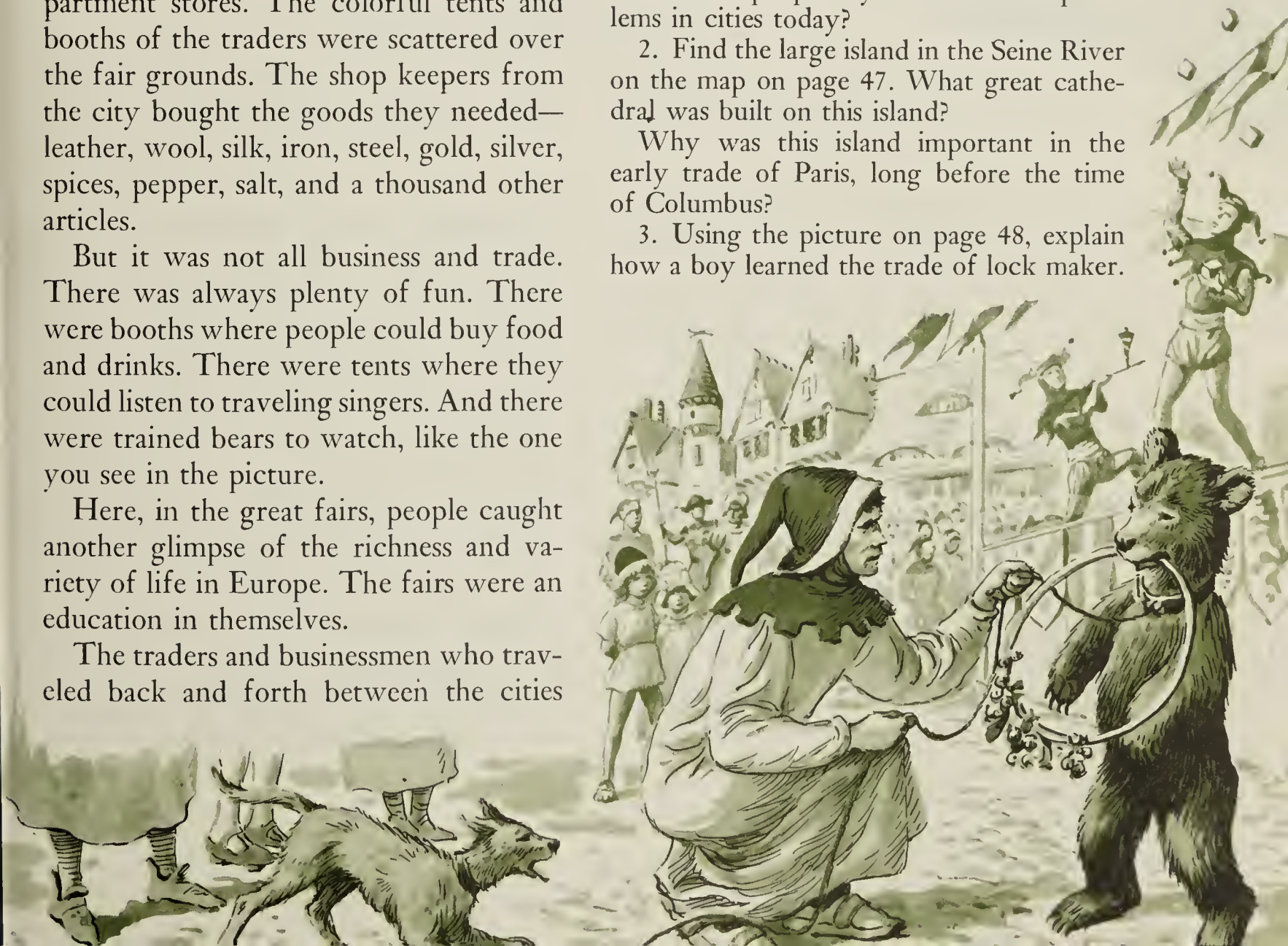
1. What have you read about Paris that shows that public health and sanitation were once serious problems there?

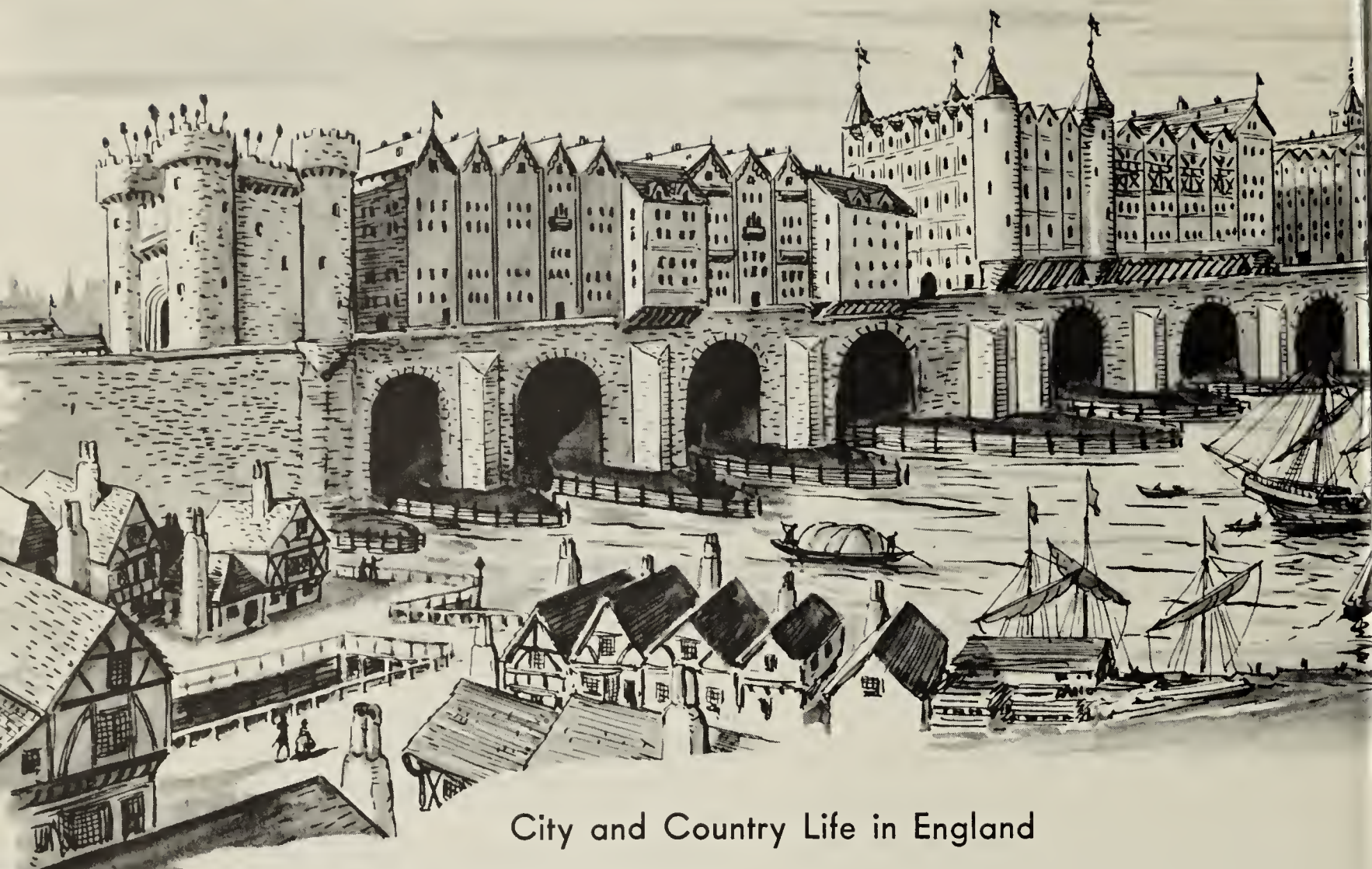
How do people try to solve these problems in cities today?

2. Find the large island in the Seine River on the map on page 47. What great cathedral was built on this island?

Why was this island important in the early trade of Paris, long before the time of Columbus?

3. Using the picture on page 48, explain how a boy learned the trade of lock maker.





City and Country Life in England

Many wealthy merchants and nobles, as well as traders, traveled back and forth between Paris and London.

From Paris, many travelers went by boat down the Seine River. Others traveled overland to the French coast. They walked, or rode on horseback. Fresh horses could be hired from inns along the way.

This part of the journey ended at one of the small fishing ports on the coast of France. In any one of these little ports, travelers could find a sailing vessel to take them to England.

Many of the travelers landed at Dover, on the English coast. They finished their journey to London on horseback. But those who did not like the overland trip sailed into the Thames River. It was a

slow journey up the Thames, but the travelers at last reached London.

London—another great city of Europe

London, like Paris, was one of the great cities of Europe. Like Paris, it was a busy trading center on a river highway. The River Thames, shown in the picture, was alive with sailing ships and smaller vessels.

London was just as crowded and just as exciting as Paris. Shops and homes lined the narrow winding streets. The spires of churches rose above the house roofs. As the picture shows, even London Bridge was crowded with houses and shops.

People looked at London Bridge and shook their heads, wondering why it did not fall into the river. Several times, parts of it *did* tumble down. In time, all over



London Bridge—not just a bridge, but a busy street lined with houses and shops

England, children learned to sing the nursery rhyme we know so well:

London Bridge is falling down,
falling down, falling down,
London Bridge is falling down,
my fair lady.

Like Paris, London grew up at an easy crossing place over a river highway. Long before there was a bridge, people had found they could ford the Thames River at this place without much trouble.

After a bridge was built, London became a “bridge town.” All important roads in England met at London Bridge. And the bridge stood like a wall across the river. Ocean ships could sail up the river as far as London Bridge, but they could go no farther. London was “at the end of the line,” and its sea trade grew by leaps and bounds.

London was big and busy, but it was only a small part of England.

Life in the English countryside

At this time, most Englishmen lived on farms or in small farming villages.

Most of the people were poor, but a few lived the lives of country gentlemen. These men, who were called “squires,” lived in large country houses. They owned great stretches of farm land, pasture land, and forest.

The squires hired farm hands and other servants to work for them. At meal times, the workers gathered in the great hall of the squire’s house. The squire and his family sat around a table on a raised platform. The hired help ate at a larger table on a lower level. Servants who had the most important jobs sat at the head of this table.

Near each of the country houses was a farming village of small thatched cottages. Some of the village people worked for the squire as hired hands. Some rented their cottages and land from him. Others, who were called “yeomen,” owned their farms.

All of the farming families worked hard because they had to get almost everything they needed from the land itself. Men, women, and children worked in the fields. And there were always the cattle to tend and firewood to cut.

Evenings were pleasant in peasant homes. At supper time, there was porridge to cook in an iron pot, or cakes to bake on the warm hearth. The grain was grown on their own land and ground into flour or meal at the squire’s mill.

Fathers and sons worked together, carving dishes and bowls of wood. They made leather drinking mugs from the hides of



Evening work in a peasant home

their cattle. The hides also were used in making belts, boots, and harness. All of these things were made in the cottages, usually in the winter time when the weather was bad.

After supper, the farmer sat in front of his fire with his family gathered around him. In the picture, he is carving a new handle for his ax. Soon he will be carving new handles for the spade, or sickle, or hoe. These were valuable tools and had to be kept in good working order.

The girls helped their mothers. They learned to spin thread from the wool of their sheep and to weave it into cloth. Clothing for the whole family was made from this "homespun" cloth.

But life was not all work. On Sundays everyone dressed in his best clothes and gathered in the village church. On May

Day, the people celebrated the arrival of spring by singing, dancing, and playing games on the village green. Later in the summer, they celebrated after the hay had been cut and the grain harvested.

Travelers on the roads

Most of these farming people never traveled very far from the village in which they were born. It was different with the squire and his family. Once or twice a year, they visited London. The squire and his sons rode on horseback. His wife traveled in a "horse litter." This was somewhat like a couch, swung between two horses. As for the servants, they plodded along on foot, leading pack horses loaded with baggage.

The road was the only connection that most of the country people had with the

outside world. Nearly everything that was new and exciting came to them along the unpaved dirt road that wound through the village.

A cloud of dust gave notice that a horseman was approaching the village. Sometimes a royal messenger, riding for the king, reined in his horse and called for a drink. The villagers gathered around him and listened to bits of the latest news. Then the rider tossed the dipper to one of the boys and was off at a gallop.

In wet weather, the road became a swamp in which horses and men sank to their knees. Then, news from the outside world was scarce. But a peddler might turn up, a pack upon his back. While the people crowded around him, he spread out his goods for them to see. They were eager to buy, and just as eager to hear the news that he had to tell.

Perhaps once a year a blacksmith arrived in an oxcart loaded with his great hammer, his anvil, and other tools. He stayed in the village as long as there was work for him.

Sometimes, in the middle of the night, the villagers started from their beds in alarm as a highwayman galloped by. The people knew only too well what would happen to the robber if he were caught. He would be hanged to a tree by the side of the road and left there as a warning to others.

At the time of Columbus, the roads of England were filled with poor, homeless people who had no way to make a living. They had nothing to do but walk from one village to another, begging for food. When some of these beggars became too



News comes to the village

hungry or hopeless, they turned to robbery. An old nursery rhyme reminds us of those sad days in England:

Hark, hark, the dogs do bark!
The beggars are coming to town.

A changing countryside

It had not always been like this. Not long before, many of these poor beggars had been honest, hard-working farmers living in villages like the one we have been reading about. But times were changing. On the farms, the women spun their own wool and wove their own cloth. But in the cities, the people bought cloth from the merchants. Woolen cloth was, by far, the most common material used for clothing. And as more people moved to the cities, more wool was needed by the merchants and weavers.

The weavers paid high prices for wool to anyone who had it to sell. Fields that



No place to live, no work to do

had once been planted in grain were turned into pasture for sheep. It was true, as people sometimes said in those days, that “the foot of the sheep has turned the land to gold.”

The squires stopped renting their land to farmers, for they found they could make more money by raising sheep and selling the wool. They built stone walls and hedges around the lands that once had been small farms, and turned the fields into pasture. Farm families, like the one in the picture, were turned out of their cottages. With no place to go, they began to roam England looking for work.

The one thing that most of these people wanted more than anything else was *land*.

The Old World and the New

While these changes were taking place, Columbus sailed to the New World. Men from the Old World began to explore the two huge continents across the Atlantic. They found immense forests and vast stretches of fertile land. This discovery brought new hope to countless numbers

of poor people in Europe. Across the sea in the New World, there was more land than men had ever dreamed of finding.

Long before Columbus sailed to the New World, the people of Europe had learned a number of important lessons. They knew about domesticated animals, plows, wheels, and iron and steel. With better tools, they could grow more food with less work. They could move heavy loads. They could build larger ships that could sail long distances.

The people of Europe were also learning to live together in larger groups. There were many cities, as well as thousands of small farm villages. There were growing nations in which the people were learning to live together as citizens.

Traders moved back and forth between one city and another, and one nation and another. They carried new ideas as well as goods over the trade routes.

Writing, printing, and a good system of numbers made it easier for the people to share ideas. Students and men of learning helped to spread ideas. Men of science were discovering new truths about the world around them.

These changes that were taking place in Europe helped to bring about the exploration and settlement of the New World.

Thinking about What You Have Learned

1. Name the four great discoveries described at the beginning of this chapter. Which ones have served you since you got up this morning?

2. Name some of the things you use that are made with wheels.

3. Why were domesticated animals important in the development of overland trade routes in Europe and Asia?

4. Why would horses have been a great help to the Plains Indians? Use the picture on page 14 in explaining your answer.

5. Study the drawing at the right on page 36 so that you can explain how the miller could grind the grain.

Flour mills have been built in many cities in our country. Select a city in or near your state where flour is milled and find out what power is used in grinding the grain.

6. What do you understand by the "scientific method"? Give an example of how scientists today use this method to learn more about the world.

7. In reading about Paris and London, you found that both were "river cities" that grew to be centers of trade. If you have visited a river city in our country, describe it to your group.

Is the city which you describe at a "crossing place" over the river? How do people cross the river there?

8. Paris and London were big cities at the time of Columbus, and they are among the largest cities in the world today. Using a reference book, find their populations today. How do they compare in size with New York and Chicago?

9. Using a reference book, find a city in the United States that is now about the size of Paris at the time of Columbus. You may need to read again the material about Paris on page 47.

10. Plan a report to give to the class. Using reference books to add to your infor-

mation, select one of the following: Galileo, Gutenberg, London Bridge, apprentices.

11. Plan a dramatization with other members of your class to show what life was like in an English village at the time of Columbus.

Among your characters might be a squire's family, a peasant farmer's family, farm workers, a royal messenger, a peddler, a blacksmith, and perhaps a highwayman and beggars.

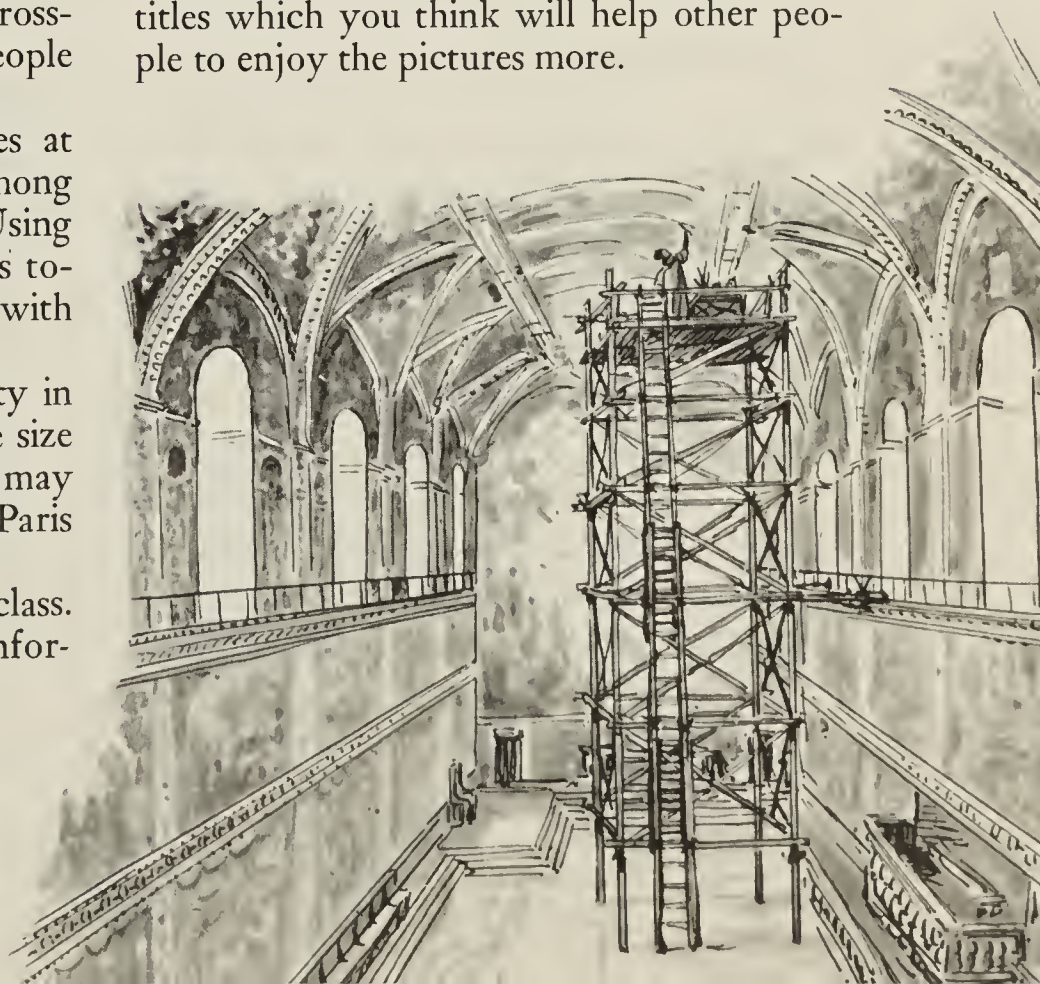
12. In the picture below, the artist, Michelangelo, is shown at work in Rome, decorating the ceiling of a chapel. What other pictures in this chapter suggest that art was important to Europeans?

What pictures in Chapter 1 suggest that art was important to the Indians?

13. Plan an exhibit of pictures showing European cities as they look today. Choose your cities from those shown on the map on page 41.

The pictures may be cut from magazines and newspapers. Try to find pictures that show old things and new things, old ways and new ways.

Find out as much as you can about the things shown in your pictures. Then write titles which you think will help other people to enjoy the pictures more.





3 PEOPLE of TWO WORLDS MEET

The Vikings Make the First Discovery

Columbus was not the first European to sail from Europe to the New World. A Viking ship, like the one in the picture, made the voyage more than four hundred years before Columbus was born.

The Vikings lived in northern Europe in what are now Norway, Sweden, and Denmark. These men of the North were daring seamen and bold fighters. All of Europe feared them.

People who lived along the coasts of what are now England, France, and other European countries never knew when the Vikings would appear. Without warning, a fleet of their boats would sail in from the sea. Tall, bearded men leaped ashore. Armed with spears and battle axes, they robbed the people of the sea coast towns

and villages. Then, piling the stolen goods in their boats, they sailed away.

The Vikings feared neither man nor the sea. In their tiny vessels they sailed far out upon the stormy waters of the Atlantic. Long before the year 1,000, they had discovered Iceland and Greenland. One of them, Eric the Red, had built a colony on the shores of southern Greenland.

Our story is about Eric's son, named Leif, sometimes known as Leif Ericson. Leif made his great discovery while sailing from Norway to southern Greenland, which was his home.

We do not know exactly what happened, because the Vikings did not keep written records. They talked and sang about what they had done in long stories,



or “sagas.” In time, these stories were known all over Europe. But different people told them in different ways, and no one can be sure what was true and what was only partly true. So far as we know, this is about what happened.

Lost at sea

The Viking ship was plunging through the sea. Overhead the sail stretched tight in the wind. The tiny vessel sped toward the west. The painted shields of the Viking warriors hung on the sides of the boat. These shields helped to protect the men from the flying spray and the harsh winds of the North Atlantic.

The men needed all the protection they could get, for they had been on the Atlantic for many weeks. They were crowded together, shoulder to shoulder. Their spears and battle axes lay in the bottom of the boat. The lookout strained his eyes as he looked ahead, trying to see through the mist and spray. They were lost. Not even their leader, Leif Ericson, knew where they were.

The trip had started well enough. The weather had been good when they left Norway. Leif was pleased with the speed they were making and decided to take a short cut. Instead of stopping at Iceland,

he planned to sail directly to Greenland. But something had gone wrong. The winds had blown them off their course. Now there was nothing to do but to keep on sailing.

The discovery of Vinland

At last they saw land. They did not know what land it was. The rough coast where they stepped ashore probably was somewhere in what is now eastern Canada or New England. So far as we know, the Vikings were the first Europeans to set foot in the New World.

They found forests of tall trees and springs of fresh water. They saw vines filled with grapes ripening in the sun. So they called the country Vinland, or Vine-land.

Leif and his fellows did not stay long in Vinland. They cleaned and repaired their boat and then set sail once more. They reached their homes in Greenland, filled with stories of the new country they had discovered.

Other Vikings came to the New World. They built huts in Vinland and tried to start a village there, but no permanent settlements were made. The country was too far away to be reached safely in the small ships of that time. And so, in time, Vinland was almost forgotten.

Around the wharves of Europe, men sometimes talked of how the Vikings had once discovered a new country far across the sea. People only half believed these stories, but the stories still lived. No one knows how much they may have influenced Columbus, or other explorers who came later.

Prince Henry Puts Ideas and Inventions to Work

It was the desire for trade that led to the second discovery of the New World. This time the discovery was made by Columbus. By now, the Europeans had better ships and other inventions to help them.

In the years before Columbus was born, the kings of the growing nations of Europe began to give help to traders. The kings saw that trade with other lands would help to make their nations rich.

One young man, a king's son, did more than any other man in Europe to open up trade with the far-off places of the earth. This was Prince Henry, son of the King of Portugal.

Prince Henry's great idea

When Prince Henry was growing up, most of the trade between Europe and the Far East was controlled by the rich merchants of Venice. Goods were carried in ships to the eastern end of the Mediterranean Sea. From there, the goods were moved by camel caravan and ship to India and the Spice Islands.

The old trade routes were long, hard, and expensive. Prince Henry believed that a new and easier route could be found. He hoped to discover an all-water route around the continent of Africa. This would make it possible for ships to sail from Portugal all the way to the Spice Islands and back. Then his country would become richer and more powerful than Venice.



The Prince's idea was new and startling. No one knew whether a ship *could* sail around the continent of Africa. Besides, sailors were afraid to sail very far southward. They believed they would be burned to death by the hot sun when they reached the equator.

Prince Henry puts his idea to work

Prince Henry was determined to make his dream come true. He provided ships and money for sea captains who were willing to seek for the new route.

Prince Henry's nation faced the ocean that he hoped to conquer. He chose to live at the southern tip of Portugal on a high point of land where he could watch the rolling water. There he built a sort of "school" for sea captains. And on the shore nearby, he built a ship yard like the one you see in the picture.

Some of the best sailors in Europe came to teach and learn from each other. One of the first things they did was to build better ships. They knew they must have ships that could sail far out on the open ocean.

The Prince and his fellow workers built many different vessels. Each was better than the one before it. They tried



Building new and better ships

again and again, until they had ships that could sail the stormy Atlantic. They also invented new types of sails which made it easier for ships to sail into the wind.

The compass was an important instrument for the men who sailed these new ships. Before the compass was invented, sailors had depended upon the sun and stars for direction. On cloudy days and nights, they were helpless. With the compass, they could always tell which direction was north. They could sail far out of sight of land with less danger of getting lost.

Prince Henry did not invent the compass. But he was quick to see how valuable a compass would be on a long voyage of discovery.

Even with the compass and better ships, it took men of courage to sail into

the unknown sea. Prince Henry had such men in his service.

When an expedition was ready to sail, Prince Henry watched the ships depart. He stood alone on the cliff until the sails disappeared beyond the horizon.

Each captain had orders to sail down the coast of Africa as far as he could. Before he turned back, he was to build on the shore a stone tower about as high as a man. When another captain saw one of these towers, he knew he had to go farther to discover new lands.

Year after year, Prince Henry's sea captains explored more of the African coast line. They rounded the great bulge



of Africa, followed the coast eastward, and then pushed on south again. The captains grew rich from trading with African chiefs along the coast. The chiefs traded gold and elephant tusks for cheap Portuguese bells, beads, and cloth.

Dias discovers the new route around Africa

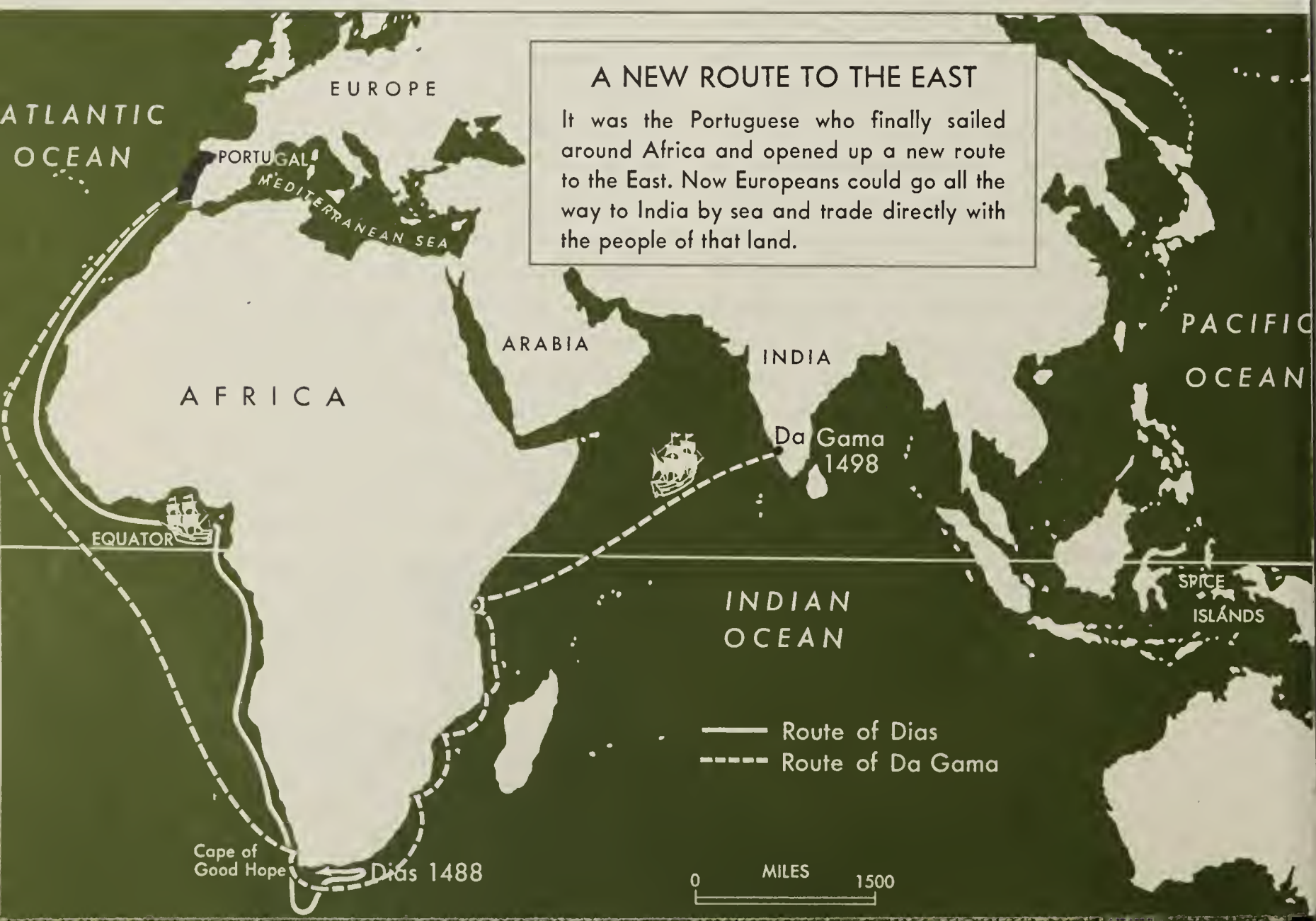
Prince Henry did not live to see his dream of a new route to the East come true. But after he died, other men continued the work he had started. One of these men was Bartholomew Dias.

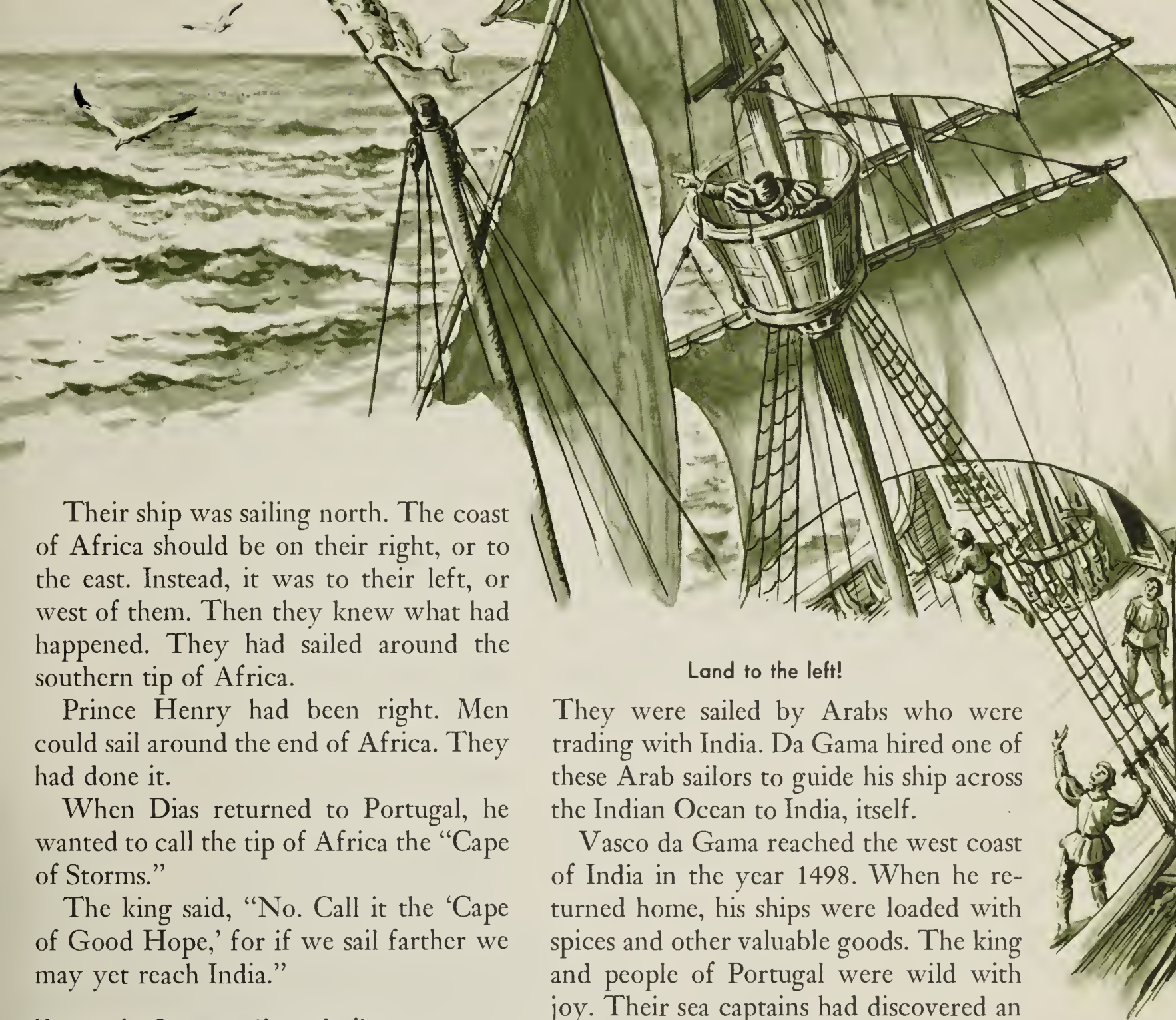
With three ships, Dias left Portugal. Month after month, he headed southward. A year passed. There were no more stone towers. There were only the sea and sky and the dark coast line of Africa.

The men were frightened. No ship

had ever before sailed so far south into the unknown sea. Could they ever find their way back? Their fright turned to terror. The sky grew black, and a terrible storm blew the ships far out of sight of land. When the storm was over, Dias at last agreed to turn back.

For several days he headed north. The sailors anxiously looked for land. One day the lookout, high on the mast, gave a welcome cry, "Land! Land!" But the men were puzzled, for the land seemed to be in the wrong place.





Their ship was sailing north. The coast of Africa should be on their right, or to the east. Instead, it was to their left, or west of them. Then they knew what had happened. They had sailed around the southern tip of Africa.

Prince Henry had been right. Men could sail around the end of Africa. They had done it.

When Dias returned to Portugal, he wanted to call the tip of Africa the "Cape of Storms."

The king said, "No. Call it the 'Cape of Good Hope,' for if we sail farther we may yet reach India."

Vasco da Gama sails to India

A few years later, another Portuguese sea captain set out on the great adventure. His name was Vasco da Gama. Because he knew where he was going, he headed boldly out to sea.

Rounding the Cape of Good Hope, he headed north. Now and then, he stopped to trade with the Africans or to get fresh food and water. As he sailed up the east coast of Africa, he began to meet other vessels. These ships flew a strange flag.

Land to the left!

They were sailed by Arabs who were trading with India. Da Gama hired one of these Arab sailors to guide his ship across the Indian Ocean to India, itself.

Vasco da Gama reached the west coast of India in the year 1498. When he returned home, his ships were loaded with spices and other valuable goods. The king and people of Portugal were wild with joy. Their sea captains had discovered an all-water route around Africa to the riches of the East.

New maps and charts

All of the men sent out by Prince Henry had been careful to make maps of the new lands they explored. They also made charts to show how deep the water was, and where there were rocks and sand bars.

When each explorer returned to Portugal, he brought back drawings of the coast

lines he had seen. These were fitted together to make maps and charts for other sailors to use.

Bit by bit, the coast of Africa grew on the maps. The coast of India was added, then the coasts and islands farther east. Little by little, men were building a map of the world.

Prince Henry helped to make Portugal a rich and powerful nation. He also encouraged other men to dare to explore new lands and try out new ideas.



1. Prince Henry was sometimes called "The Navigator." Why do you think this title was a good one for him?

2. Why did Prince Henry want to discover a new route to India?

3. Each line of names below tells the story of a great sea voyage. What story does each tell?

Portugal—Cape of Good Hope—Portugal

Norway—Vinland—Greenland

Portugal—Cape of Good Hope—India—Portugal

Columbus Discovers a New World

Christopher Columbus was a boy when Prince Henry was trying to discover a new route to India. The two men grew up in very different kinds of homes. Columbus was poor. Prince Henry was born in a castle. But Columbus and Prince Henry were much alike in some ways. Both loved the sea. Both spent their lives making a dream come true. These two men helped to bring the many different peoples of the world together.

Columbus was probably born in Genoa, a seaport in Italy. As a boy, he worked every day with his father, who was a wool worker. Columbus did not want to go into the wool business. He wanted to be a sailor. Whenever he could, he ran down to the busy harbor to watch the ships and the men who sailed them.

His great idea

Columbus was only fourteen years old when he first got a job as a sailor. From then until he died, he spent most of his time on or near the sea. He sailed to Eng-

land, down the coast of Africa, and around the Mediterranean Sea. He soon knew more about the world than most people did at that time.

As a young man, Columbus made his home in Portugal where he married the daughter of one of Prince Henry's sea captains. He met and talked with men who had sailed in the service of Prince Henry. He studied their maps and charts. And always he was studying books of geography, history, and mathematics.

For hundreds of years, educated men had believed that the earth is shaped like a ball. Columbus was convinced that this was true. Little by little, an idea formed in his mind. Why not sail directly to India by heading west instead of east?

Columbus was right about the shape of the earth, but he thought it was much smaller than it is. Of course, he did not know that the two great continents of North and South America lay between the shores of Europe and the shores of Asia.

Columbus tries to get money and ships

If Columbus had been a rich man, as Prince Henry was, he could have started on his great adventure at once. But Columbus did not have the money to buy ships and hire sailors.

Where could he get help? He went to the King of Portugal, but the King refused to help. Then he went to Spain. Perhaps King Ferdinand and Queen Isabella would help him.

After many disappointments, he managed to meet the King and Queen. He spread out his maps before them. With his finger, he traced the route he expected to follow. He had planned the voyage for so many years that it seemed easy to him. But the King and Queen were not so sure. They told him they would ask the advice of their leading captains and students of

geography. Then they would give him their answer.

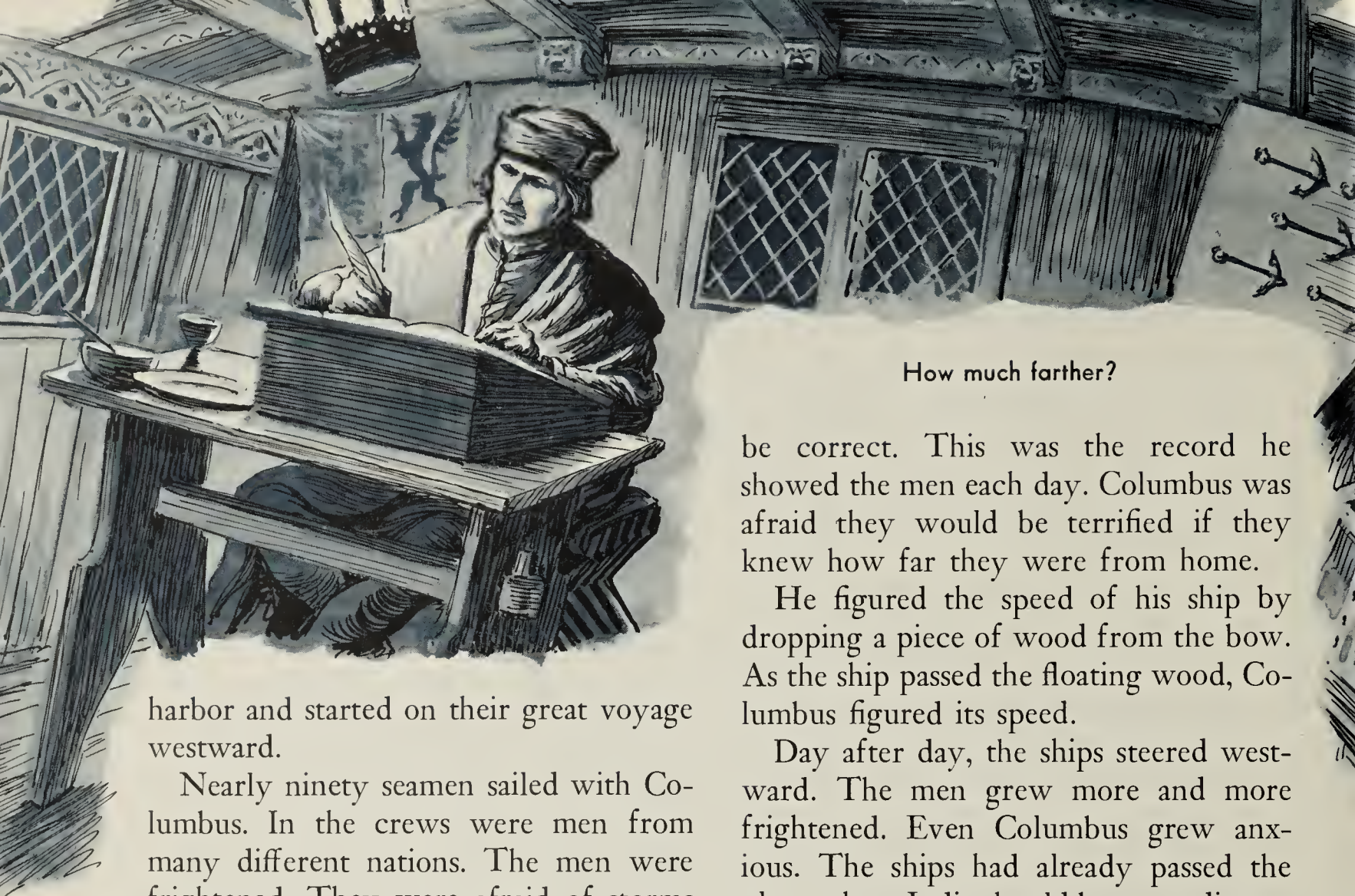
Columbus waited. Months passed. His brother tried to get help for him from the kings of England and France, but both said, "No." Columbus was poor and discouraged, but he did not give up. He sold his books and his precious maps to get money for food. Finally, after several years, a messenger arrived with glad news. King Ferdinand and Queen Isabella had decided to supply him with men and ships.

The great voyage

On the morning of August 3, 1492, Columbus set sail from the little Spanish port of Palos. He had three vessels—the "Nina," the "Pinta," and the "Santa Maria." The largest of these was the "Santa Maria" which Columbus used as his flagship. When all was ready, he gave the command and the big sails filled with wind. The three ships moved out of the

Ready to sail west





How much farther?

harbor and started on their great voyage westward.

Nearly ninety seamen sailed with Columbus. In the crews were men from many different nations. The men were frightened. They were afraid of storms that would sink their vessels, but they were more afraid of unknown dangers. They were sailing far out upon the "Sea of Darkness." What new, strange dangers would they meet?

Many of these men believed that the earth was flat, and shaped like a plate. When their ships came to the edge of the earth, would they all plunge into space? Others were sure the sea was full of terrible monsters that could swallow a ship in one gulp.

Columbus quieted the men's fears and kept up their spirits in every way he could. He kept two journals of the voyage. One was the record of how far he thought the ships had traveled. He kept this record locked in his cabin. The other did not give the distance he believed to

be correct. This was the record he showed the men each day. Columbus was afraid they would be terrified if they knew how far they were from home.

He figured the speed of his ship by dropping a piece of wood from the bow. As the ship passed the floating wood, Columbus figured its speed.

Day after day, the ships steered westward. The men grew more and more frightened. Even Columbus grew anxious. The ships had already passed the place where India should be, according to his figures. Of course, he did not let the sailors know that he was worried. He told them to have faith. In a little while, he said, they would sight land and all would be well.

Finally even the bravest sailors began to think of killing their leader and turning back. And then, at last, the men saw signs of land. They saw a bush floating in the water, bits of wood, and birds overhead. These signs gave the men new hope.

Early one morning the lookout gave the long awaited cry, "Land!" The ships headed for it and dropped their anchors near the beach. Columbus and a number of his men landed in small boats. Dropping to their knees, they thanked God for bringing them safely across the ocean. It was October 12, 1492, a little more





America is discovered!

than two months after the ships had sailed from Spain.

You can see on the map the route of this great voyage from the Old World to the New. Columbus thought he had reached India, or the islands of the Indies. That is why he called the people he met "Indians." He never knew that he had discovered a new world.

Actually, he had landed on an island not far from the coast of Florida. He named the island San Salvador and claimed it for the King and Queen of Spain. He was delighted with what he saw and wrote in his journal, "Everything is so green that it is pleasing to the eye. There are also on this island, groves and gardens, the most beautiful I have ever seen."

Columbus liked the Indians. They were

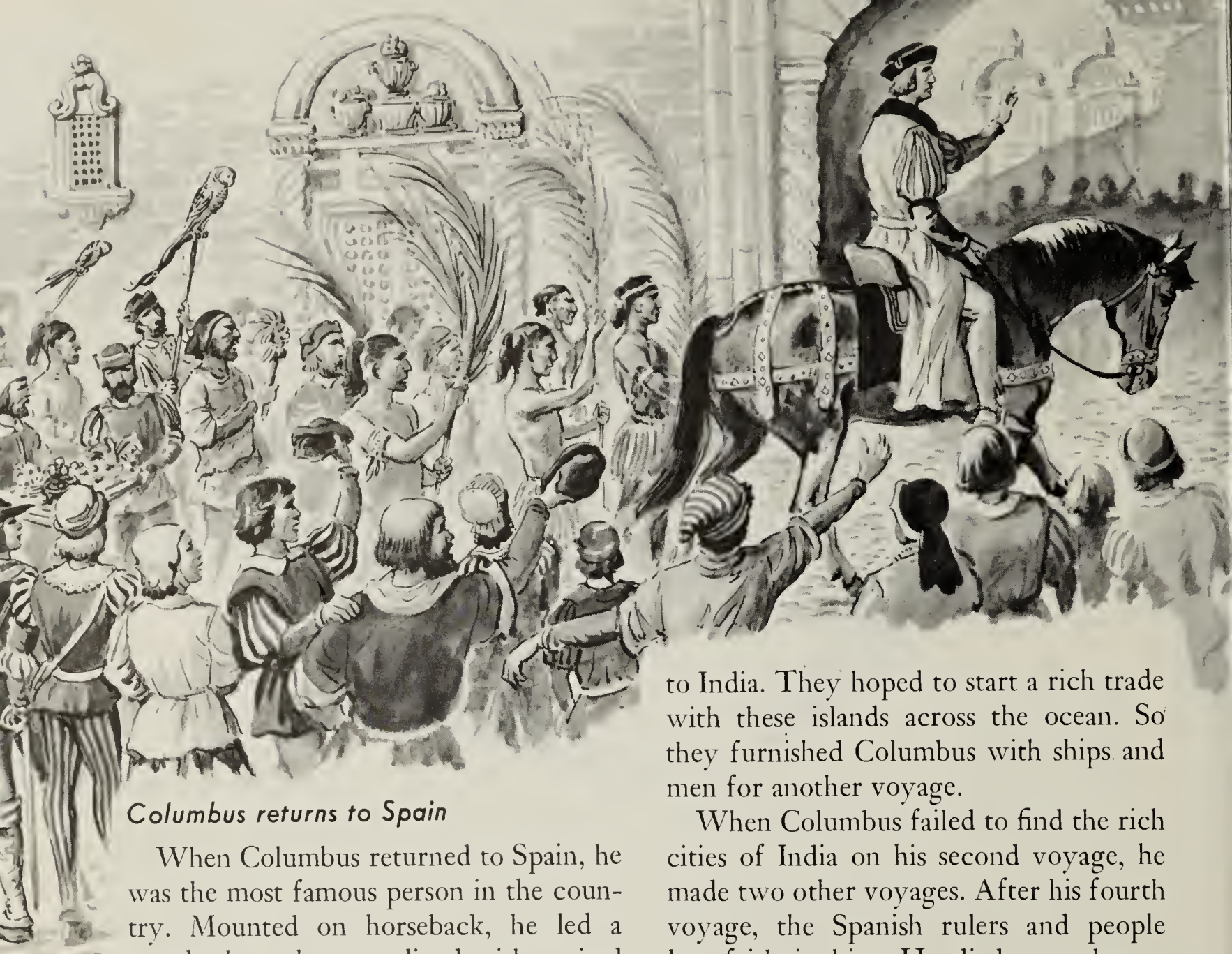
"gentle" and "fine looking," he wrote.

"They afterwards came out to the ships, bringing parrots and cotton yarn in large and small balls, which they exchanged with us for glass beads and bells. Indeed, they gave us what they had with the greatest good will."

Columbus was surprised that the Indians did not know how to make tools and weapons of iron and steel. But he thought they were very intelligent. Being a sailor himself, he admired their skill on the sea. "They came to the ship in canoes formed from a single trunk of a tree, like a long boat, all in one piece and hollowed out, and large enough to hold forty or forty-five men."

All these new and wonderful sights, and many more, Columbus described in his journal.





Columbus returns to Spain

When Columbus returned to Spain, he was the most famous person in the country. Mounted on horseback, he led a parade through streets lined with excited men, women, and children.

In the parade were several Indians. Columbus had captured them on one of the islands and was taking them as presents to the King and Queen. Behind the Indians, in a long line, were the crews of the ships. Each man carried something from the lands across the sea. Some held poles on which bright-colored parrots were perched. Others carried trays loaded with gold, shells, strange plants, or Indian weapons.

King Ferdinand and Queen Isabella were delighted. They thought, of course, that Columbus had discovered a new way

to India. They hoped to start a rich trade with these islands across the ocean. So they furnished Columbus with ships and men for another voyage.

When Columbus failed to find the rich cities of India on his second voyage, he made two other voyages. After his fourth voyage, the Spanish rulers and people lost faith in him. He died an unhappy man, thinking that he had failed in his life work.

Other men, following his route, learned that Columbus had really discovered a "New World."



1. You read that Columbus kept two records. Do you think the distance on the record he showed the crew was greater or less than the distance he thought they had traveled? Give your reasons.

Why do you think Columbus believed this plan was necessary?

2. Follow Columbus' first voyage on a classroom globe. Show what lands and oceans stood between him and India.

Balboa

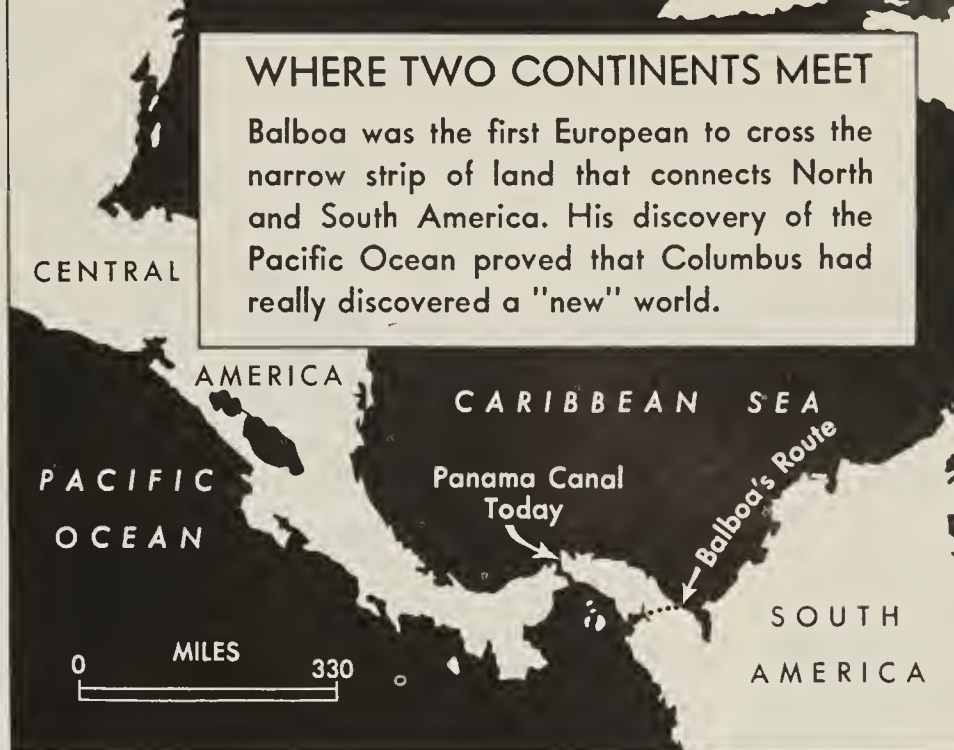
Discovers the Pacific Ocean

The Spaniard who first learned that the islands of the "West Indies" were not part of India was named Balboa.

While Columbus was still alive, Balboa crossed the Atlantic and settled down to farm in the West Indies. But he soon made his way to the narrow isthmus of Panama. There, near the coast, he helped build a new Spanish settlement. Before long, he was the leader.

West of this settlement was a low mountain chain, thickly wooded. No Spaniard had been across these mountains. But the Indians told Balboa that beyond the mountains lay a great sea and the "gold of Peru." Balboa decided to see for himself whether these stories were true.

In September of 1513, he set out with a party of nearly two hundred Spaniards and a thousand Indians. You can see their route on the map. Of course, they did not



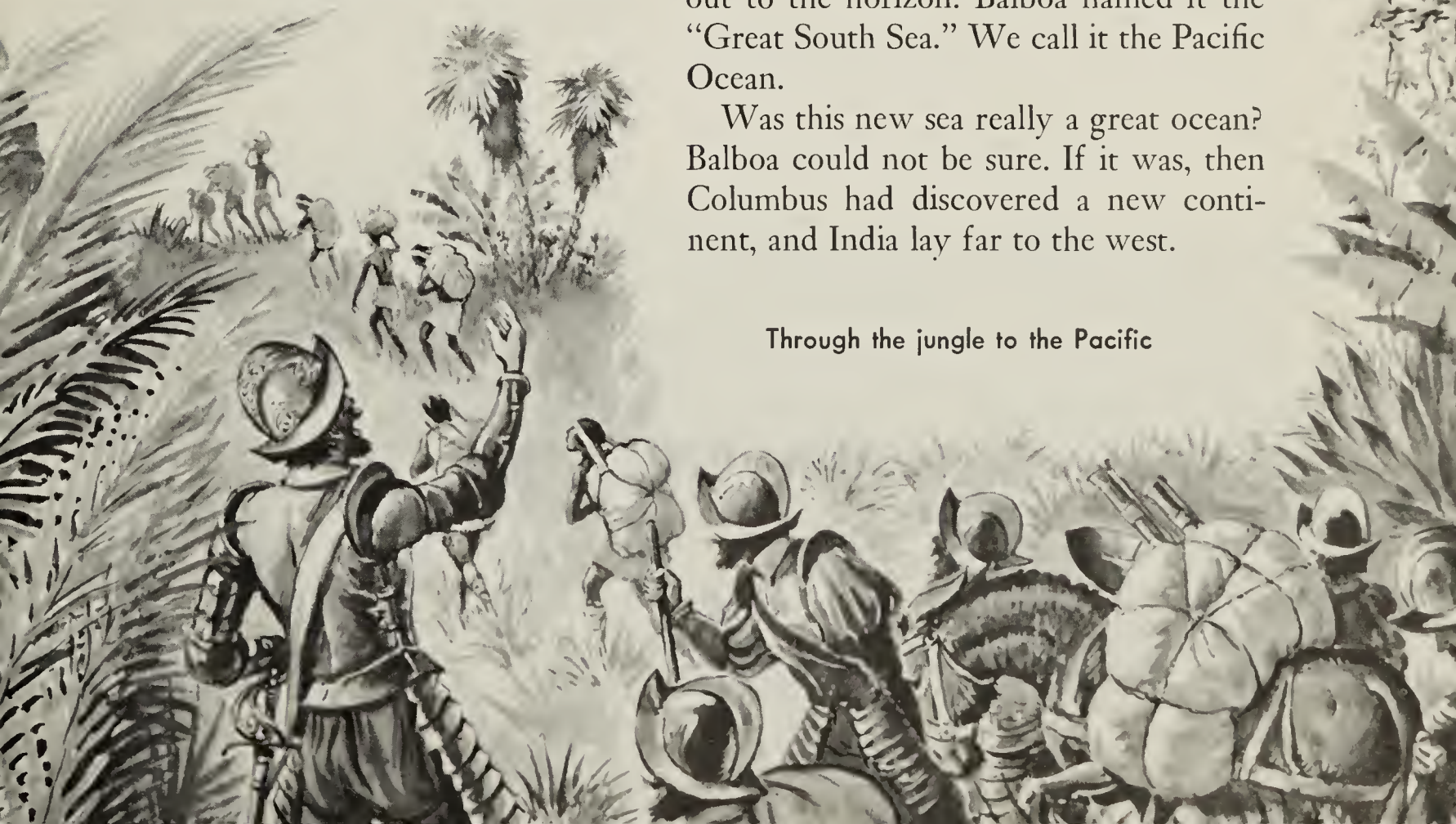
know that they were crossing the land bridge, or isthmus, between North and South America.

It was a terrible journey. The way led through great swamps, hot and steaming in the tropic sun. Clouds of mosquitoes rose from the swamp water. Huge snakes lived in the dense jungles.

At last they came to the foot of a small mountain. Balboa climbed to the top and there, below him, was a body of shining blue water. It stretched southward, far out to the horizon. Balboa named it the "Great South Sea." We call it the Pacific Ocean.

Was this new sea really a great ocean? Balboa could not be sure. If it was, then Columbus had discovered a new continent, and India lay far to the west.

Through the jungle to the Pacific



Magellan's Men Sail around the World

In the years that followed, other Spaniards explored the coasts of the great unknown land that lay across the Atlantic Ocean. They were searching for a way through this "New World." If they could find a way, then Spanish ships could sail on to the west to India.

One day a Portuguese sailor named Ferdinand Magellan came before the King of Spain. He asked for ships and men. With them, he would sail far to the south until he found a way through the New World. Then he would sail westward until he came to the islands of the Far East.

Magellan's great voyage

In 1519, Magellan set sail from Spain on what was perhaps the greatest voyage in all history. His little fleet sailed boldly out upon the Atlantic, heading toward the southwest. After sighting South America, Magellan gave orders to continue southward along the coast.

Following the coast, the ships came to the mouth of a wide river. Magellan ex-

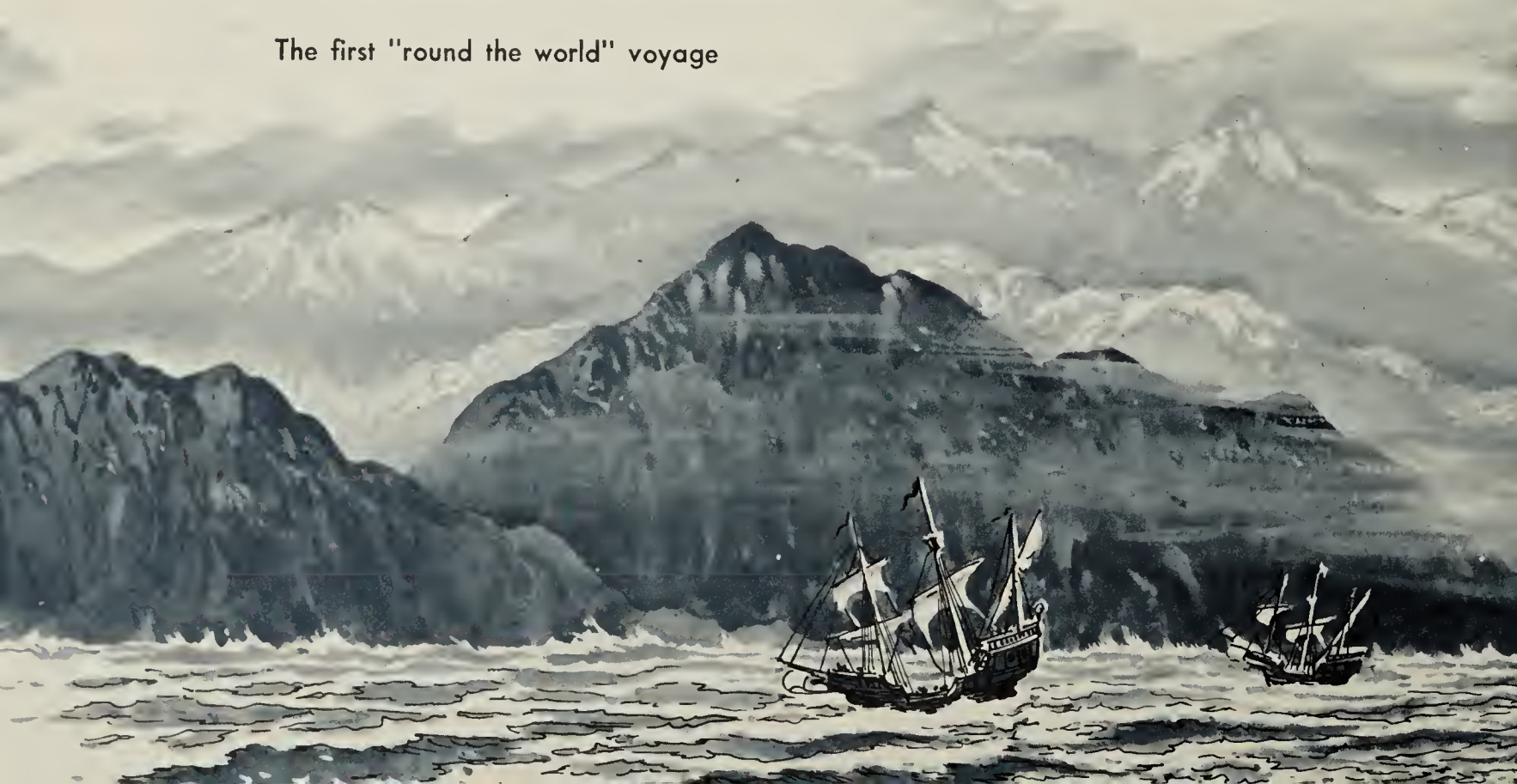
plored this river in the hope that it might be a passage through the continent. He passed close to the spot where the city of Buenos Aires stands today.

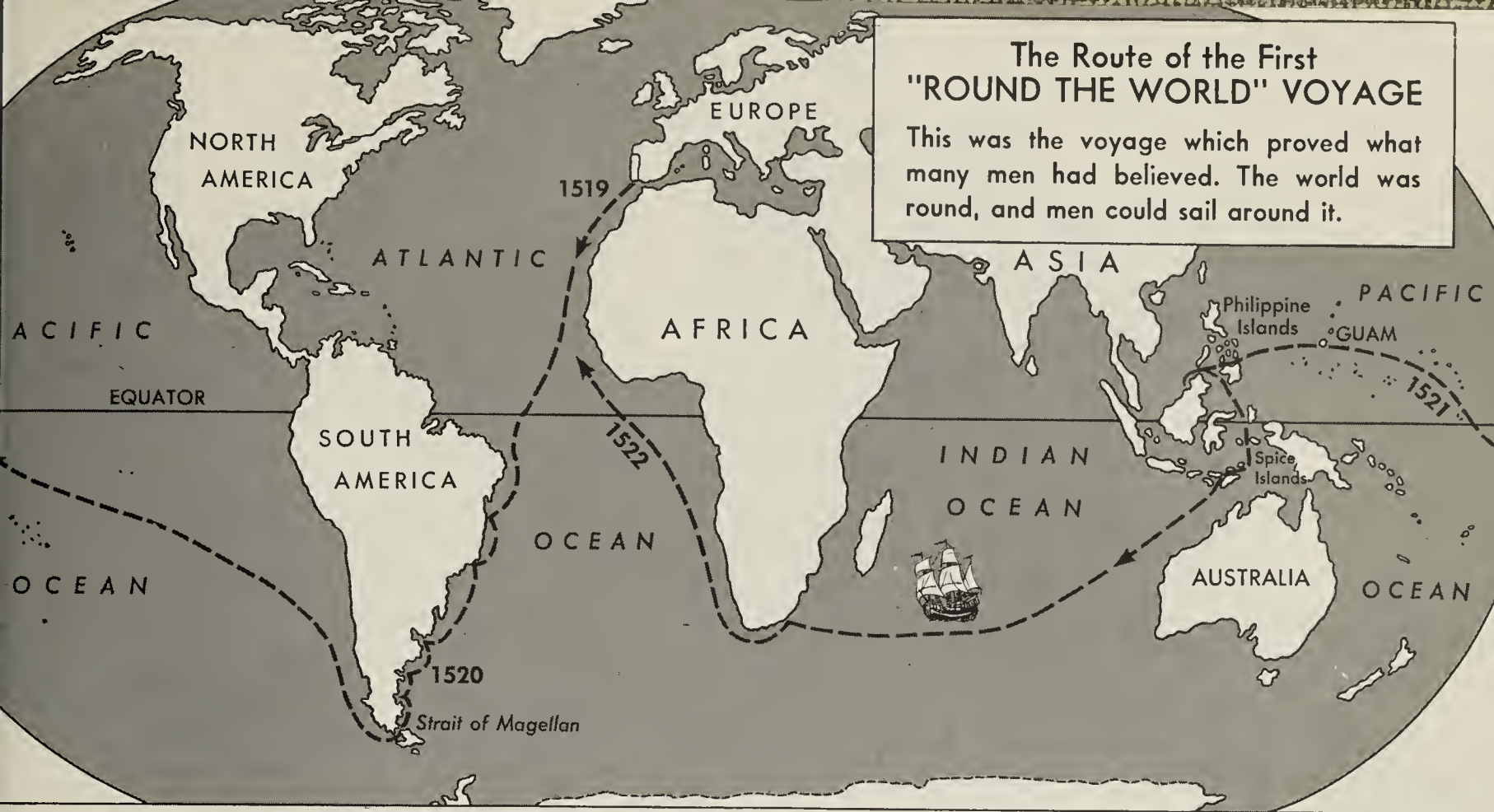
Sailing southward, the ships reached a place on the coast where Magellan and his men spent the winter. There they met tall, strongly-built Indians who wrapped their feet in furs to keep them warm. Magellan called these Indians Patagonians, or "Big Feet." This name has stuck to the people of this region which still is known as "Patagonia."

Magellan and his men were now farther south of the equator than Spain is north of it. Winter came in the months when people in Europe were having summer. Near the end of August, when winter was nearly over, the sailors loaded their ships with food they got from the Indians. Then the fleet set sail again, heading southward.

At last, nearly a year after leaving Spain, Magellan sighted the entrance to a narrow waterway. He steered boldly

The first "round the world" voyage





The Route of the First "ROUND THE WORLD" VOYAGE
 This was the voyage which proved what many men had believed. The world was round, and men could sail around it.

into it. Perhaps it would lead him to the "Great South Sea" discovered by Balboa.

Magellan had indeed discovered a water passage through the continent, but it was almost at the southern tip of South America. We call it the Strait of Magellan. His ships beat their way westward against fierce winds. Fog and stormy weather made sailing difficult. Even today, modern steamships avoid the Strait in bad weather and take the longer journey around Cape Horn, instead.

One of his men described the journey through the Strait. He wrote, "On both sides of this strait are great and high

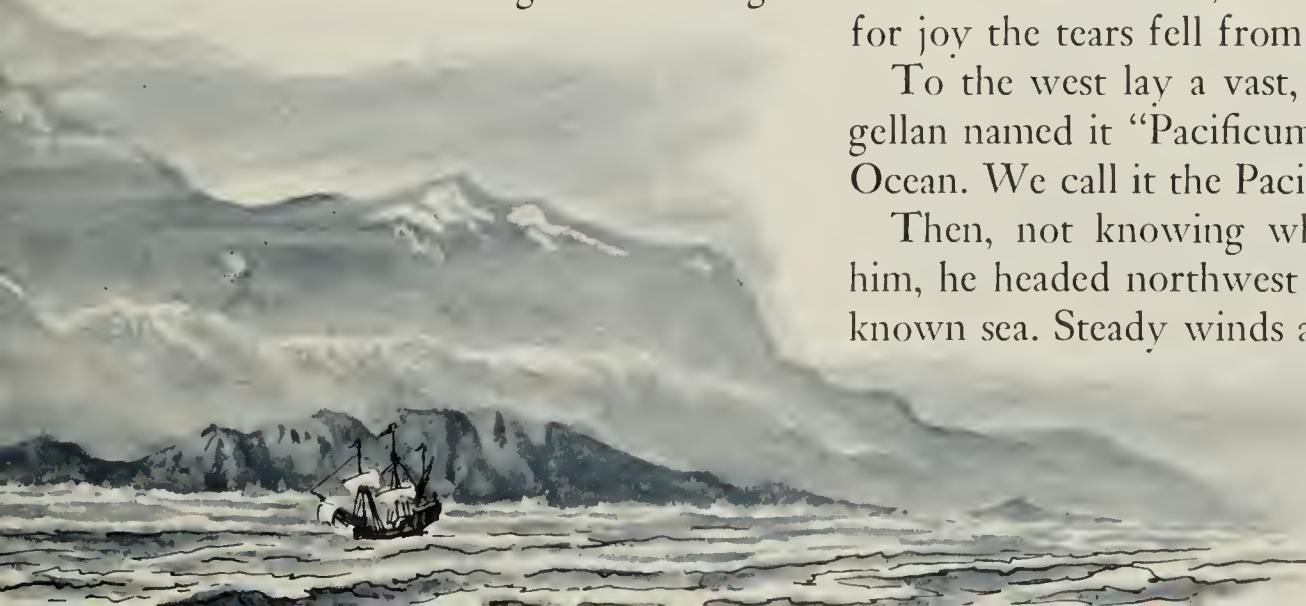
mountains, covered with snow." At night, the mountain sides twinkled with the camp fires of Indians. Magellan named the land Tierra del Fuego, which means "Land of Fire."

When one of Magellan's ships disappeared, he thought it had been lost. But he was wrong. The frightened sailors had turned back to Spain.

Finally, after thirty-eight days of dangerous sailing, Magellan's little fleet left the rocky strait behind. A man in his company wrote, "When the Captain Magellan passed the strait and saw the way open to the other main sea, he was so glad that for joy the tears fell from his eyes."

To the west lay a vast, calm sea. Magellan named it "Pacificum," or Peaceful Ocean. We call it the Pacific Ocean.

Then, not knowing what lay before him, he headed northwest across the unknown sea. Steady winds and ocean cur-



rents carried his vessels northward and westward toward Asia.

For more than three months, the men saw no land except two small desert islands. Little water was left. Their food was gone. The starving men caught and ate the rats in the ships. Then they cut their boots into strips and boiled and ate the leather.

The first island where Magellan's ships came to anchor probably was Guam. This tiny island now is one of the "stepping stones" on a main air route across the Pacific. After taking on fresh food and water, the ships sailed on west to the Philippine Islands. There Magellan was killed in a battle between the islanders.

Magellan's sailors managed to reach the Spice Islands. Now only one ship was left. This was the tiny "Vittoria," or Victory. But the men now knew where they were. Many of them had come to these islands before. They had come by way of

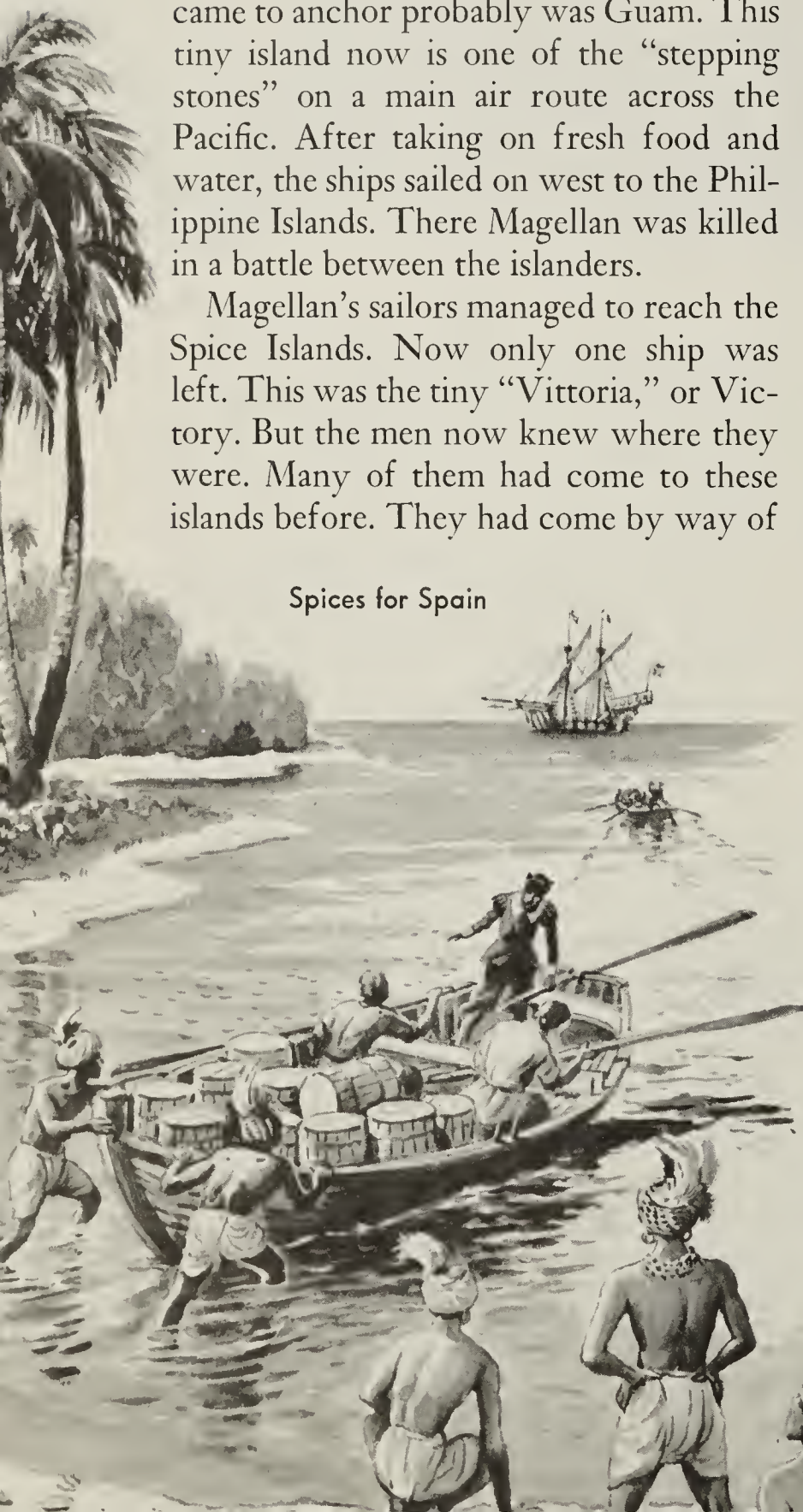
the Cape of Good Hope. Magellan, himself, had been there.

The islanders welcomed the men of the "Vittoria." Eager to trade, they offered cloves in exchange for "good red cloth" from Spain. Loaded with a rich cargo of cloves, the little "Vittoria" sailed for home.

Magellan's men still had a tremendous journey before them—across the Indian Ocean and around the Cape of Good Hope. Three years after it had sailed from Spain, the "Vittoria" returned. The eighteen men on board were the first to sail all the way around the world.

Magellan had believed that the Spice Islands could be reached by sailing west instead of east. He had believed that a way could be found, either through or around the New World. He had found a way. When the little "Vittoria" returned to Spain, loaded with spice, she proved beyond a doubt that the earth was round.

Spices for Spain



How men began to learn about other peoples in other lands

All of the inventions and discoveries we have been reading about helped the different peoples of the world to learn about each other. Explorers and settlers from Europe traveled to lands across the seas—to Africa, India, and the American continents. They began to share ideas with men and women they had never known before.

The men and women and children who stayed at home also learned about other people in distant lands. To be sure, they did not meet these people face to face. But they did read about them in

letters from their friends and in books written by travelers. Boys who had never been to sea listened to the talk of sailors. They learned about strange lands and peoples across the ocean, out beyond the horizon.

The world was never the same again. Wherever people met and shared ideas, their lives began to change.

In the next few chapters, we shall see what the Europeans learned from the Indians in the New World. We shall also see what the Indians learned from the Europeans when the two groups began to live together in the same land.



Dreaming of the New World

Thinking about What You Have Learned

1. What plan did Magellan bring to the king of Spain? Did it work?

Follow his voyage on a classroom globe, using the map on page 69 to help you. Tell why you think that is one of the greatest voyages ever made.

2. Imagine you are the officer in command of Magellan's ship, "Vittoria." You have been asked by the king to make a report of your voyage. What discoveries and events do you think you should include in your report?

3. Would you rather have been a member of the crew with Leif Ericson, Dias, or Columbus? Give reasons for your choice. Describe some of the dangers and hardships of your voyage.

4. Tell the story that you read from the picture and map on page 67. Be sure your story answers the questions—*Who? Where? Why? How?* Use complete sentences. Decide upon a good title for your story.

5. Make up a sentence using each of the following words to show that you know its meaning: *saga, compass, strait, isthmus*. If

you need to, check the meaning in a dictionary.

6. What "subjects" do you think were taught in Prince Henry's "school" for sea captains? Why do you think these subjects would have been useful?

7. In the picture on page 61, in which direction does the land lie? Why were the men surprised?

8. Columbus wrote in his journal about the Indians, saying, "When I showed them our swords, they grasped them by the blades and cut themselves with the sharp edges, not knowing any better.

"They have no iron. Their lances are hardened at the end by fire, or pointed at the end with flint or the teeth or bone of a fish."

His journal shows that the Indians did not know about one of the four great discoveries you read about in the last chapter. Which was it?

9. Suggest another title for the picture at the top of this page. Use the word, *learning*, instead of *dreaming*.



4

SPANIARDS BUILD a NEW SPAIN in the NEW WORLD

The discovery of the New World was the most exciting news in the memory of Spaniards then alive. From all over the country, noblemen hurried to the Spanish

king to ask for permission to sail to the distant lands. Each one wanted to be the first to build a New Spain on the western shores of the Atlantic Ocean.

Explorers and Conquerors

One of these men was Ponce de León. When Columbus sailed to the New World on his second voyage, Ponce de León sailed with him. While in the West Indies, he was told by the Indians that he could find much gold on a neighboring island. This was the island now called Puerto Rico.

Ponce de León sailed for Puerto Rico with a band of soldiers and a pack of savage dogs trained to track Indians. He

quickly conquered the island but found no gold. Soon, however, he heard of another land to the west where there was gold and a "fountain of youth."

Ponce de León discovers Florida

Filled with dreams of riches, Ponce de León sailed again to explore and conquer. He reached the new land at Easter time when the forests and fields were bright with flowers. Delighted with what he



saw, he named the country "Florida." But when he landed, he was attacked by the Indians who had heard tales of his cruel deeds.

In 1513, Ponce de León returned to Florida with soldiers, horses, and many farm tools. In the party were also several priests who hoped to teach the Indians to become good Christians.

Indians soon appeared. Ponce de León asked them if they knew where he could find gold and the "fountain of youth." The Indians pointed inland toward the dense forests and swamps.

Ponce de León did not realize that this was a trick to get him away from his ships and cannons. Following his Indian guides, as the picture above shows, he pushed deep into the forest. Suddenly, from all directions, arrows ripped into the Spanish soldiers. Many were killed. Ponce de León fell with an arrow in his body and later died of his wounds on the island of Cuba.

If he had tried to be more friendly to the Indians, he might have lived to settle in the land he had discovered. But like many other explorers, he was more inter-

ested in getting gold than in making friends with the people of the New World.

Cortes conquers the Aztecs

In 1519 on the island of Cuba, another Spanish fleet was making ready to sail. The leader was a young Spanish nobleman named Cortes. He had orders to build a fort and trading post on the coast of what we now call Mexico. This country then belonged to the Aztec Indians.

Cortes landed on the coast with an army of six hundred men and began to build a fort. The Spaniards did not know it, but almost directly west of them was the capital city of the Aztec rulers. It lay beyond the mountains, high on the cool plateau.

Over the new fort, Cortes raised the Spanish flag. He called the fort "Verita Cruz" which soon was shortened to Vera Cruz. This means the "True Cross."

Curious Indians watched the Spaniards with growing wonder. Some of them attacked the Spanish soldiers, only to flee in terror before the roaring guns. Swift runners, like the one in the picture below, carried the news to the rulers in Tenochtitlán, the Aztec capital. Wild with fear, the runners told of white-skinned men





SPANISH LANDS IN THE NEW WORLD

The parts of the New World in black on map show the vast lands explored and claimed by Spain. The black part of Europe shows how small Spain itself was compared with the Spanish lands in the Americas.

with hair on their faces who had come out of the eastern sea in great floating houses with huge white wings. These men, they said, carried "sticks" that roared like thunder. Most frightening of all were the strange beasts that were half man and half animal. These "strange beasts" were, of course, the Spanish horsemen.

Terror swept through the Aztec country. Were these strangers men or gods? Some of the wise men thought they knew the answer. They reminded the Aztec rulers of the fair-skinned god who, long ago, had disappeared into the sunrise. But he had promised the people he would return. Now, the wise men said, the god had returned.

Montezuma, the Aztec king, was not

so sure. Why would the god return to kill his own people?

To be on the safe side, Montezuma sent messengers to the visitors. The messengers carried rich gifts. There were fans of feathers inlaid with pearls. There was a ring of pure gold as big as a cart wheel. The Aztec messengers gave these gifts to the strangers and then asked them to leave the country.

Montezuma made a serious mistake in sending such rich gifts. When the Spaniards saw the treasures, their eyes bulged. Go away? Leave a country that contained such riches? Never. Instead, they would march on the Aztec capital.

Leaving a few men to guard the fort, Cortes began the long march from Vera



Cruz to Tenochtitlán. For weeks the Spaniards hauled their cannons and supplies up steep mountain trails along the route shown on the map above.

At last, Cortes stood on a high hill and looked down upon the beautiful city he had come so far to find. On an island in a lake stood the Aztec capital with its great temples and palaces. Bridges and stone roadways connected the island city with the mainland.

Meanwhile, Montezuma looked with troubled eyes across the lake at the strangers on the distant hill. Then he dressed in his royal robes and went out to welcome the Spaniards.

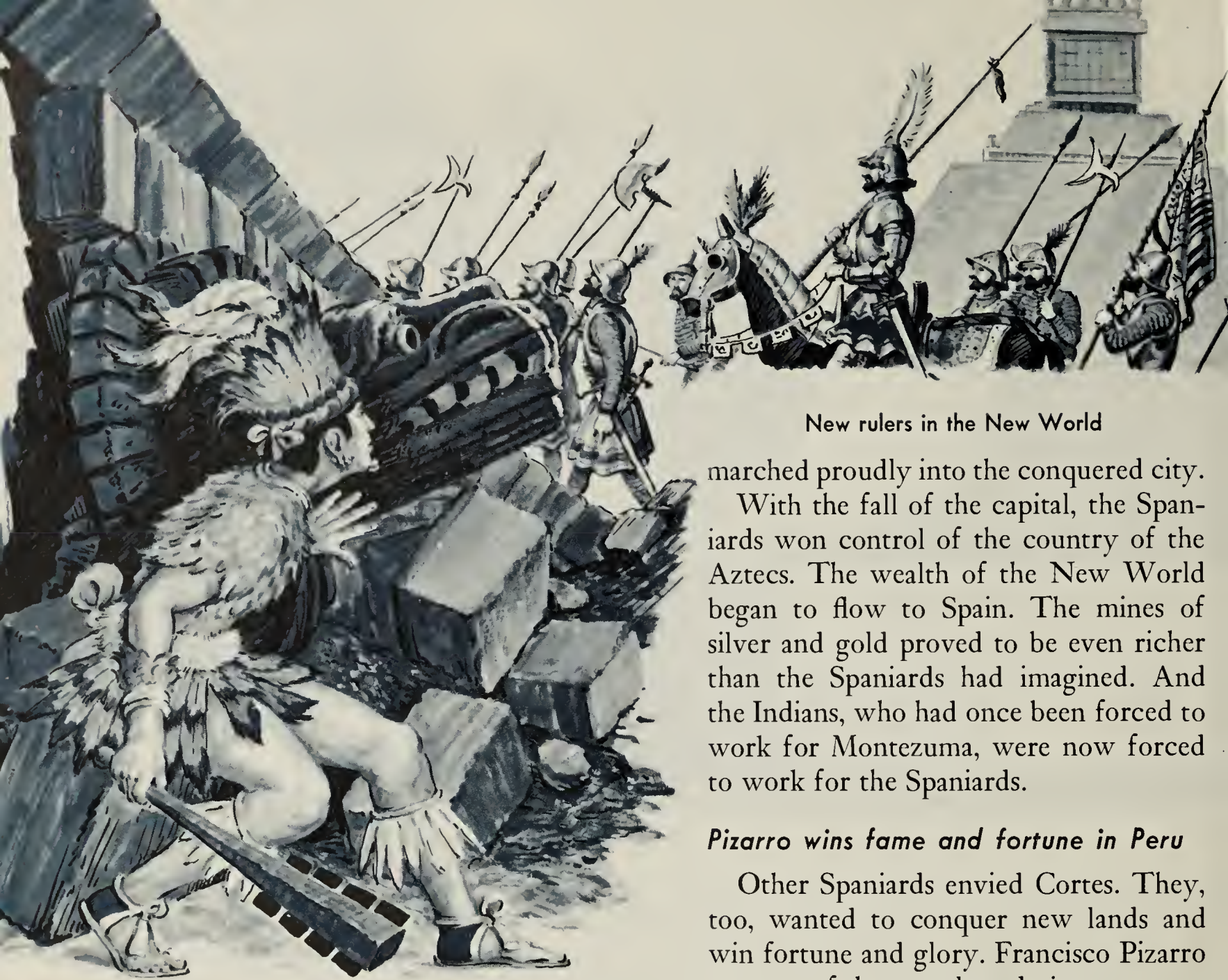
Through long lines of Indians, the Spaniards marched to one of the palaces.

There the Aztecs entertained them with the best of everything. But the Spaniards were not satisfied. One day they discovered what they had come so far to find—piles of gold and silver, pearls, jade, and other gems.

The Spaniards seized Montezuma and bound him in chains. They threatened to kill him if the Indians attacked them. Then they loaded their packs with treasure and prepared to leave the city.

In spite of the warning, the Aztecs tried to fight their way into the palace. In the wild confusion, Montezuma was killed by his own men.

The Spaniards managed to reach the lake. The Indians attacked again, hurling spears from boats. The worst fighting



New rulers in the New World

marched proudly into the conquered city.

With the fall of the capital, the Spaniards won control of the country of the Aztecs. The wealth of the New World began to flow to Spain. The mines of silver and gold proved to be even richer than the Spaniards had imagined. And the Indians, who had once been forced to work for Montezuma, were now forced to work for the Spaniards.

Pizarro wins fame and fortune in Peru

Other Spaniards envied Cortes. They, too, wanted to conquer new lands and win fortune and glory. Francisco Pizarro was one of these restless, daring men.

Pizarro gathered together a band of soldiers and sailed from the Isthmus of Panama. Heading southward, they landed at last in the country of the Incas, shown on the map on the next page.

A short distance back from the coast rose the towering peaks of the Andes Mountains. Farther south, on a high plateau among the mountains, was the capital of Peru. This was Cuzco, the "City of the Sun." It was the home of the Indian ruler who was known as "the Inca" or the "Child of the Sun."

In Cuzco was the famous Temple of

took place at the bridges, which the Indians destroyed. Cortes and a few of his soldiers managed to save their lives by swimming across the gaps of open water. Then they began the long march back to the fort at Vera Cruz.

Cortes was not a man to give up. With a new army, he marched again to the Aztec capital. He blocked the roadways so that no one could enter or leave. Then, with his cannons in a circle around the city, he began to pour shot into the capital. The Aztecs finally surrendered and, as the picture shows, the Spaniards

the Sun. In the Temple was a gold and jeweled image of the sun. And in beautiful gardens were golden fountains surrounded by golden models of plants, animals, birds, and insects.

Well-built roads ran from the Temple of the Sun to distant parts of the country which stretched for more than 2,000 miles along the Pacific coast. Over these roads, runners carried news to and from the capital. Long lines of llamas brought gold, silver, jewels, corn, and wool to the market place.

The Spaniards learned that Atahualpa, "the Inca," was a harsh ruler. His people lowered their eyes when he passed. All the gold, silver, and jewels in the country belonged to him. The common people did all the work. They could not own any land, for this, too, belonged to the "Child of the Sun." If the people obeyed the laws, they were treated well. If they disobeyed the laws, they were cruelly punished.

Pizarro was dazzled by stories of Inca riches. Leaving some of his soldiers near the coast to guard the supplies, he started on the long march toward the far-off capital of Cuzco. You can find his route on the map.

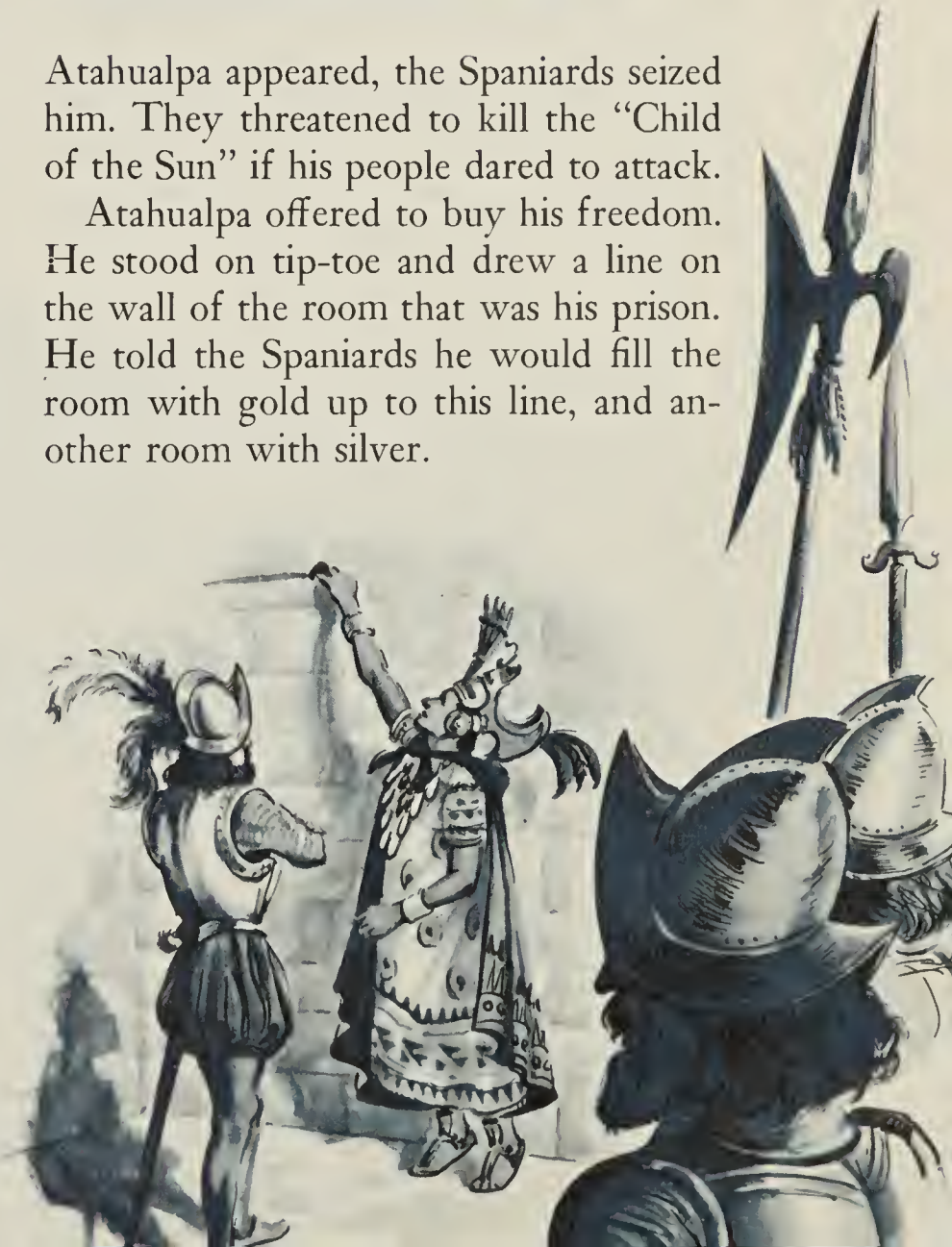
He and his men followed an Indian trail that wound up and up through the lofty Andes Mountains. In places, the trail had been cut out of the steep face of a mountain side. If a man stumbled, he fell to his death on the rocks far below.

Pizarro decided that the only way he could conquer the Incas was by trickery. He sent word to Atahualpa to visit him in a city on the road to Cuzco. When



Atahualpa appeared, the Spaniards seized him. They threatened to kill the "Child of the Sun" if his people dared to attack.

Atahualpa offered to buy his freedom. He stood on tip-toe and drew a line on the wall of the room that was his prison. He told the Spaniards he would fill the room with gold up to this line, and another room with silver.





Over mountain roads the wealth of Peru begins the long journey to Spain.

Orders went out to the far ends of the country. In a short time, gold and silver began to arrive. Some of it was carried on the backs of llamas. Some was brought by Indian runners from distant towns and villages. Each day the treasure rose higher and higher. At last it filled the rooms as Atahualpa had promised. The time had come for Pizarro to set him free.

But the Spaniards had another plan. They killed the Inca ruler and seized control of the country. The gold and silver went to the king of Spain.

The Indians might have resisted, but they had never been allowed to think or act for themselves. They had always been forced to obey without question the orders given by the "Child of the Sun." Now that he was dead, they had no one to tell them what to do.

In this way, the Spaniards conquered the mightiest Indian country in South

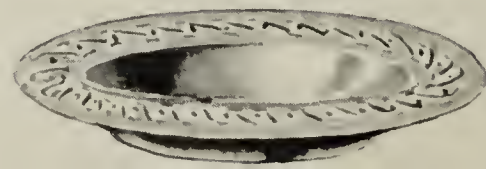
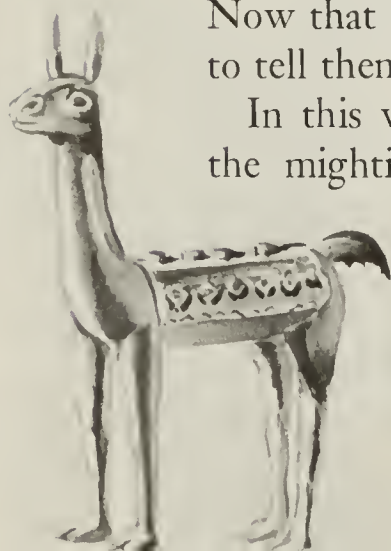
America. For the Incas, as for the Aztecs, a new day had come. Their lives would never be the same again.

De Soto discovers the Mississippi River

In 1539, a Spanish company of several hundred men landed in Florida. Their leader was a young noble named Hernando de Soto.

As soon as his supplies were ashore, de Soto led his army into the forest. His soldiers carried guns, crossbows, spears, and swords. There were carpenters to build boats and rafts for crossing rivers. There were priests to teach the Indians about Christianity. There were men to care for the packs of dogs that were trained to track Indians. Some of the men carried long pieces of iron chain with which to bind Indian captives.

For three hard years, de Soto and his



men searched for gold, following the route shown on the map on page 75. As the months passed, their steel armor and weapons rusted. Their clothes wore out, and they had to dress in furs and skins. Many of the men died.

But de Soto would not give up. Led on by the hope of gold, the Spaniards came at last to the banks of the Mississippi River. They crossed it on rafts and then marched on. They found many Indian towns, but no gold.

Finally, even de Soto was ready to give up. The Spaniards made their way back to the Mississippi River where de Soto fell sick and died.

Knowing how the Indians feared de Soto, his men said he had gone to visit the sun. Secretly, they wrapped his body in furs and weighted it with sand. Then they dropped it gently from a canoe into the Mississippi River.

De Soto's men built boats and sailed

down the river to the Gulf of Mexico. Half starved and sick, they made their way to the coast of Mexico not far from Vera Cruz.

De Soto had failed. He had discovered a mighty river. But, unlike Cortes and Pizarro, he had not discovered the gold and silver he had come so far to find.

Coronado explores the Southwest

While de Soto was fighting his way through the forests, another Spanish noble named Coronado was exploring what is now the southwestern part of the United States.

Coronado was hunting for seven golden cities. The streets of these cities were said to be paved with gold. The walls of the buildings were said to be decorated with turquoises and other gems.

Coronado rode northward from Mexico, following the route shown on the map on page 75. His golden armor

De Soto crosses the Mississippi, the greatest river in North America.





A city that was not golden

gleamed in the sun. Around him were his mounted soldiers armed with steel-tipped lances. Next came long lines of foot soldiers carrying their guns and crossbows. Behind them were several hundred painted Indians. In the rear were hundreds of horses and pack mules.

When Coronado reached the seven cities, he found only the sun-dried mud buildings of the Pueblo Indians.

“The Seven Cities are seven little villages,” he wrote in a letter. The houses, he wrote, “are not decorated with turquoises. They are very good houses, with three and four and five stories, where there are very good apartments and good rooms. The ladders . . . are movable. They are made of two pieces of wood, with rounds like ours.”

Coronado liked the pancakes made by the Pueblo women. “They make the best corn cakes I have seen anywhere,” he wrote.

One of Coronado’s exploring parties discovered the Grand Canyon of the Colorado River. The men looked at it in wonder. But they found no gold, and they turned back.

One day an Indian appeared and offered to lead Coronado to rich towns farther east. The Spaniards followed him to a land of level grassy plains where vast herds of buffalo were grazing. The Spaniards called these strange animals “hump-backed cows.” They had found the Great Plains but no rich towns. Again they found no gold.

The Spaniards never found the wealth they wanted in the land that is now the United States. The Indians who lived here had not learned how to mine gold and silver. But in the lands farther south, the Aztecs and Incas had learned to mine these precious metals. In these lands, the Spaniards found the treasures they were seeking.



1. List the things you see in the picture on page 72 that would have helped the Spaniards on their expedition. Then list the things that would seem to hinder the men’s progress.

2. Why were the Spaniards disappointed in exploring what is now the United States?

3. How does the map on page 74 help to explain why Spanish became the language of the people of Mexico?

4. Imagine you are an Indian runner who has seen the Spanish horsemen for the first time. What news might you carry to your leader?

Farming Villages, Ranches, and Missions

Many of the Spanish soldiers who came to the New World with the explorers never returned to Spain. Some of them married Indian women. Others who were already married saved their money and brought their families from the Old World to the New. They built cities, farming villages, mining towns, and ranches in the New World.

How the farm villages were started

In "New Spain," a man could not buy a piece of land and start his own farm. Before he could become a farmer, he had to find at least ten other families who wanted to start a village. These families could then get a gift of land from the king of Spain.

When they planned their new town, the settlers tried to make it look like the Spanish towns in which they had once lived. The first thing they did was to stake

out a large square. This was the "plaza" where the people could meet and talk on market days and gather to celebrate the holidays.

Around the plaza, each family had a small lot for a house. On these town lots, the families built their homes and planted trees.

Outside the town, each family was given land for planting wheat and corn, an orchard, and a garden. Every settler was given enough pasture land to take care of 10 hogs, 20 cows, 20 goats, 100 sheep, and 5 horses. In return, the families had to promise to tend their crops and to start flocks and herds.

The settlers learned from the Indians how to grow many crops they had not known about in the Old World. The most important of these was corn. The

The Indians introduce the Spaniards to corn—the great grain of the New World.





New plants for the New World

Indians also showed the settlers how to grow tobacco, beans, potatoes, squash and cacao from which they made chocolate.

When the settlers came to the New World, they brought with them many plants and animals new to the Indians. The decks of many ships that sailed from Spain were covered with small trees and plants growing in half barrels filled with earth. These were carefully watered and carried in carts or on the backs of donkeys to the towns and farming villages in the New World.

The Spaniards brought nut trees—almond, walnut, and chestnut. They brought fruit trees—lemon, orange, lime, apple, pear, cherry, fig, and apricot. They brought roses and lilies, olives and sugar cane. And they brought many bags of seeds—wheat, barley, rye, rice, peas, lentils, and flax.

Nothing interested the Indians more than the livestock that the Spaniards brought from Europe. Before the Spaniards came, most of the Indian tribes had

dogs. Some of the tribes had turkeys which were raised for their feathers, not for meat. The Incas of Peru used llamas to carry burdens, and raised alpacas for their fine, long woolly hair.

After the Spaniards came, the Indians saw horses, donkeys, pigs, cows, sheep, and chickens for the first time. Many Indians bought livestock from the Spaniards and started flocks and herds of their own. Others caught animals that had escaped and were roaming wild over the countryside.

The Indians liked the cows and thought it wonderful that the milk could be made into cheese. Above all, they welcomed the horses, mules, and donkeys that carried heavy loads. As one Spaniard said, "The Indians blessed the beasts which helped them to carry their burdens."

Indian villages

Large numbers of Indians settled in the Spanish towns and worked for the Spaniards. But many of the Indians continued to live and work in their own villages.

Spaniards were not allowed to buy land in any of the Indian villages. In this way, the Spanish king tried to protect the Indians and keep the Spaniards from taking all the land.

In their own villages, the Indians continued to live much as they had before the Spaniards came. But life was beginning to change for them. Some of the Indians learned to use plows and other farm tools that the Spaniards had brought to America. They also learned to grow and use the new plants and trees.

On market days, the Indians carried

milk, butter, eggs, chickens, and other farm produce to the Spanish towns. There they exchanged them for cloth, ribbons, knives, kettles, and other articles made by the Spaniards.

Spanish ranches

While some of the Spaniards were settling in farming villages, others were starting great estates, or haciendas. They settled on the wild, lonely grasslands, miles from any other settlement.

Near his ranch house, the Spanish owner had large stables in which he kept his best riding horses. Some of the most beautiful and fleet-footed horses were of Arabian stock, bred by the Arabs.

From the windows of his ranch house, the owner could watch his great herds of cattle grazing on the surrounding plains. The cattle were tended by Indian cowboys who lived with their families in huts near the ranch house. The cowboys' job was to keep the cattle from straying too far away on the wide, unfenced plains.

Several times a year, the cowboys rode out with their ropes, or lariats, and rounded up the strays. They killed the steers that were needed for meat and hides.

Other Indians took care of the garden. Because the ranch was far from any other settlement, the people who lived there had to raise most of their own food.

Every few months, the Indians loaded bundles of cowhides on the backs of donkeys and drove a donkey train to the nearest town. The owner of the ranch rode with them. In the town market he sold the hides and bought articles he needed for the ranch—furniture, fine cloth, jewelry, Spanish wines, sugar, lace, combs, and shawls.

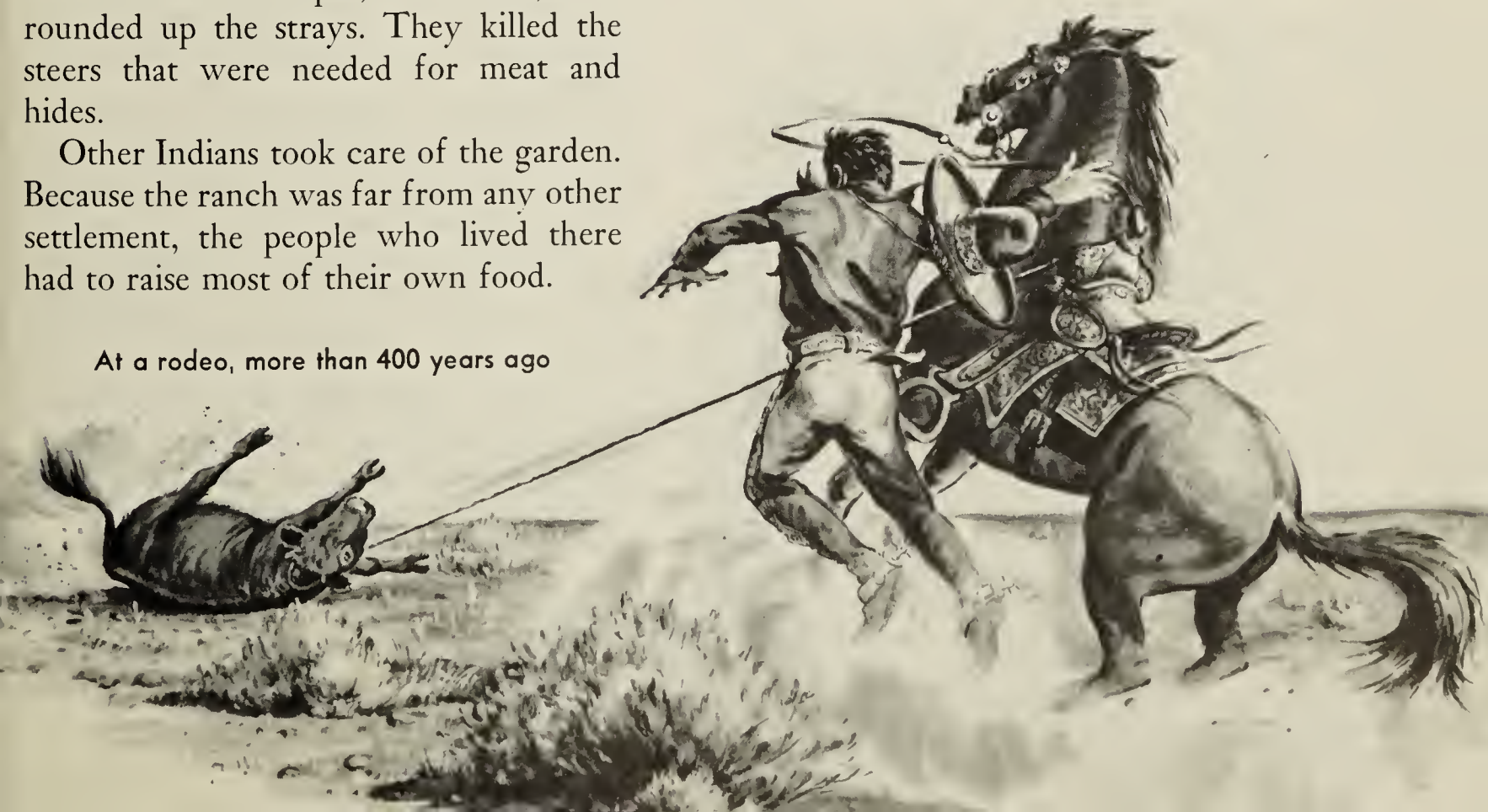
No one, not even the Indians, worked very hard on the ranches. The owner and his family had many servants to cook and do the other housework.

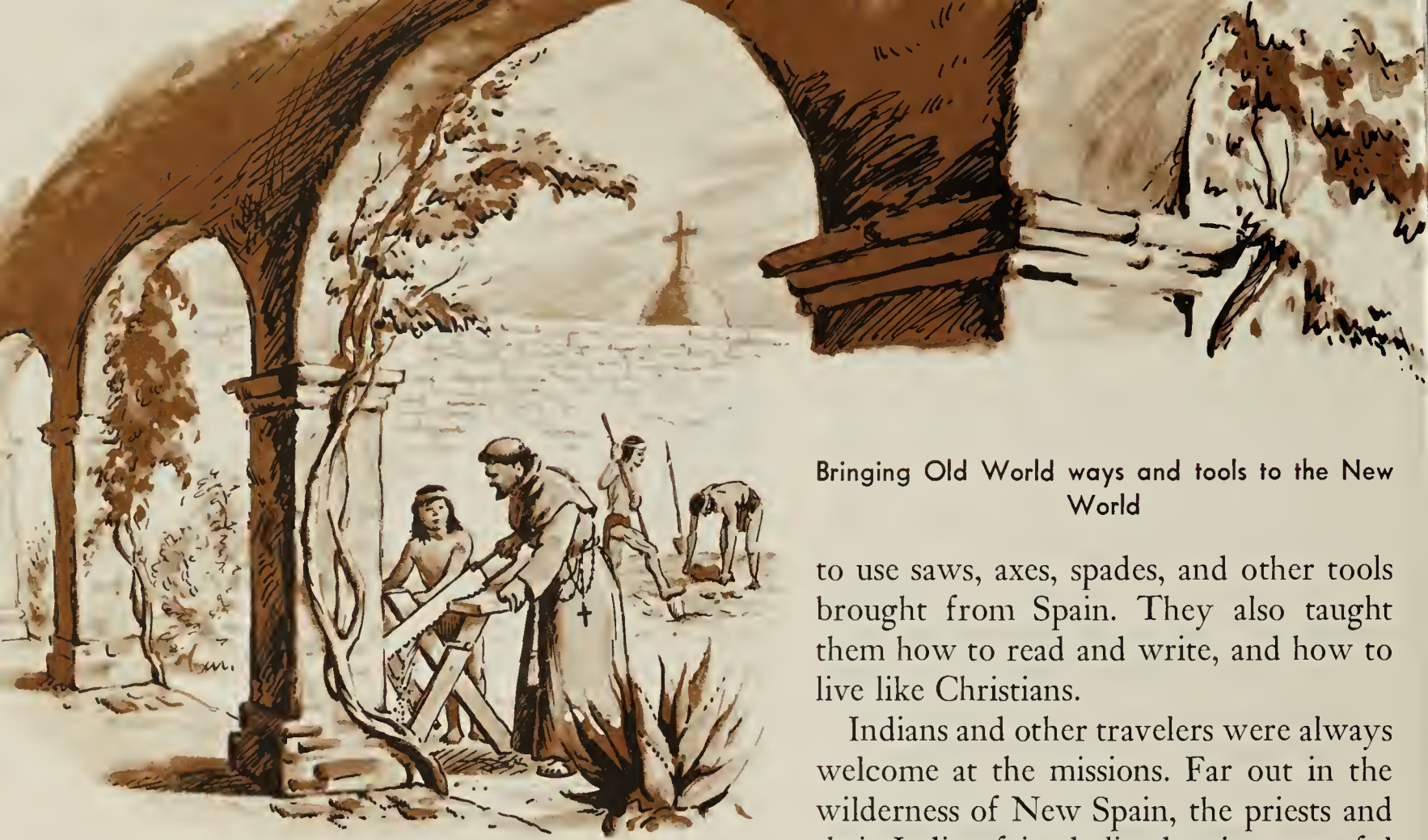
Both the Spaniards and the Indians celebrated many holidays. They were expert horsemen and held rodeos and other contests. Prizes were given for roping calves and riding wild steers and bucking horses.

Missions in the Indian country

On the wild frontiers of New Spain, even beyond the ranches, Spanish priests built mission houses. The priests wanted to teach the Indians how to be good Christians. They were ashamed of the way

At a rodeo, more than 400 years ago





Bringing Old World ways and tools to the New World

to use saws, axes, spades, and other tools brought from Spain. They also taught them how to read and write, and how to live like Christians.

Indians and other travelers were always welcome at the missions. Far out in the wilderness of New Spain, the priests and their Indian friends lived quiet, peaceful lives.



the explorers and many other Spaniards treated the Indians.

The missionaries went alone and unarmed into the very heart of wild Indian country. They traveled until they found a fertile area of land with a good supply of water. Then they visited the nearby Indian villages and asked the Indians to help them build a mission house. Sometimes the Indians just laughed at them. Sometimes they put them to death. Often, however, some of the Indians agreed to work with the priests.

The first thing the priests and Indians did was to build a church. In the church tower they hung a bell, and around the church they built a wall.

The priests taught the Indians how to plant orchards and vineyards. They taught them how to care for chickens, cows, and other livestock. They taught them how

1. What animals were the Indians using before Europeans came to the New World?

What domesticated animals did the Spanish settlers bring with them from the Old World?

How did these domesticated animals help to change the way of life of many of the Indians?

2. Describe a market day in a Spanish town in the New World. Compare it with a day at a great fair near Paris. Read page 49 again if you wish.

3. Why do you think the Spanish explorers called the buffalo "humpbacked cows"? Use the picture on page 17 to help you.

4. *Lariat* comes from a Spanish word meaning rope. Using the picture on page 83, explain how lariats were used on Spanish ranches. If you have seen a lariat used, describe how this was done.

Wealth from the Mines

Many of the Spanish settlers were interested in the gold mines and silver mines which had provided the Indians with their treasures. Before long, the Spaniards had opened the old mines and discovered many new ones.

Indian miners and Spanish owners

The Spaniards made the Indians dig the ore. This was hard, dangerous work. Some of the mines were very deep, even before the Spaniards began to work them.

The Indians climbed down the mine shafts on logs in which notches had been cut. When they reached the bottom of a shaft, they broke the ore loose with picks and piled it in baskets. With a heavy load upon his back, an Indian miner then started the long climb up to the daylight and fresh air. One slip of a foot and he fell to his death, often carrying with him several other men who were climbing just behind him.

When the Indian miners reached the surface, they carried the ore to a place where it was spread out on the ground. It was crushed to bits by a mule dragging a heavy stone. The pieces of rock were then separated from the silver or gold. These were melted and formed into bars or made into coins, cups, plates, and ornaments.

Every few months, the precious metals were loaded on donkeys and carried to a seaport. Once a year, a great fleet of ships carried the gold and silver to Spain.

As the years passed, the Spaniards were able to get much more gold and silver

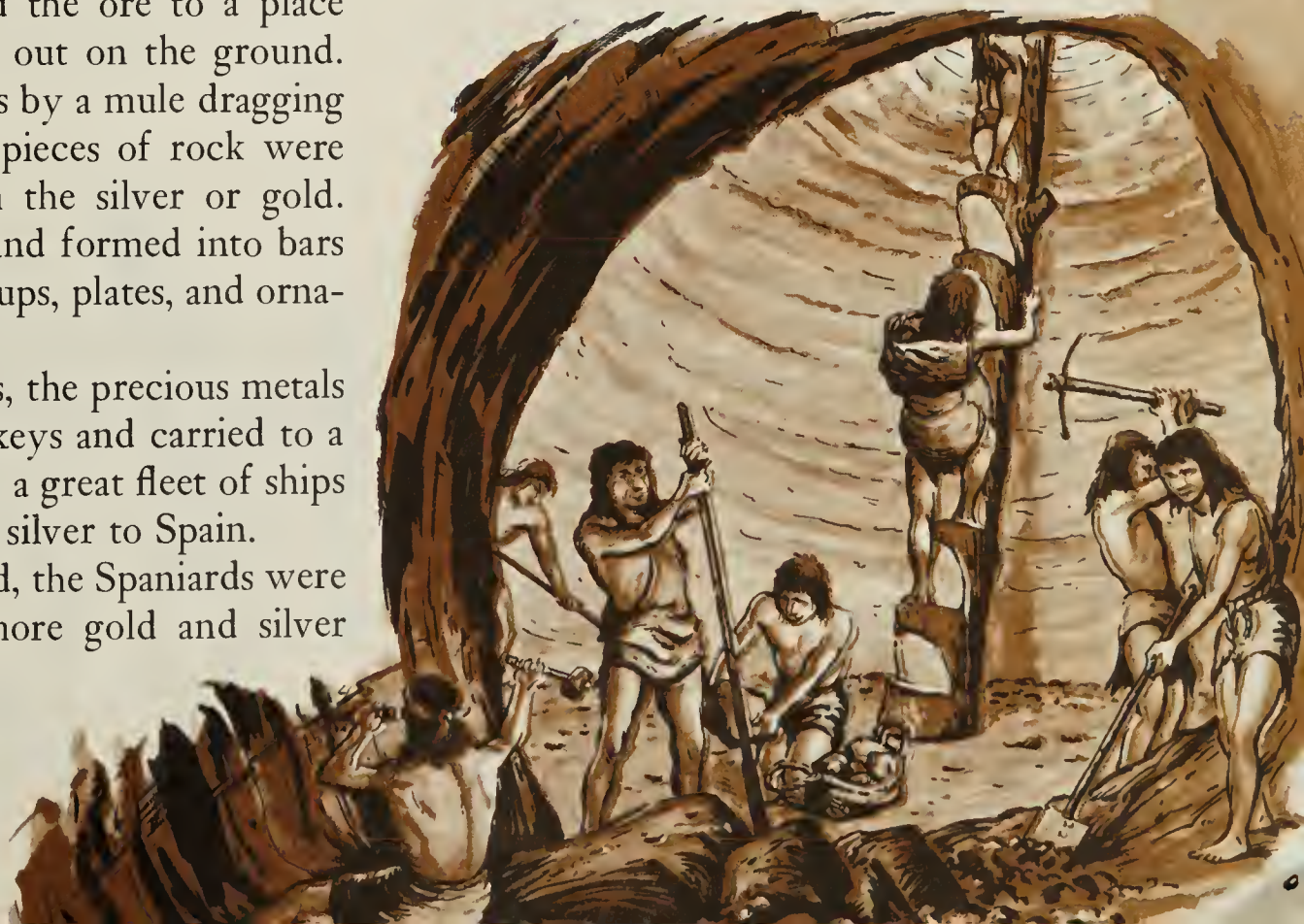


from the mines than the Indians had ever been able to do. They brought from Europe better mining tools than the Indians had used. Instead of tools made of stone or wood, the Indian miners now had iron picks, shovels, and crowbars to loosen the ore from the rock.

Some of the Spaniards made great fortunes. One of them gave the king of Spain a war ship complete with guns and ready for service. When his daughter was married, this same nobleman paved the path along which she walked to the church with tiles of pure silver.

The mines, like all the land in the Spanish colonies, really belonged to the Spanish king who allowed his favorites to

Even with new tools, mining was hard and dangerous work.



use them. In return, the king received one-fifth of all the silver and gold. As a result, the Spanish rulers became extremely wealthy. For a time, Spain was the richest country in Europe.

Many of the mines were located high in the mountains, far from any other Spanish settlement. Around the mine shafts, towns sprang up. Some of these were merely clusters of huts. Others grew into small cities with churches, hospitals, and rings for bullfights.

The Indians who dug the ore worked for low wages, sometimes for almost nothing. They were so poor that many of them did not live in houses. They slept in the open, on mats spread on the bare ground.

The Spanish nobles who had charge of the mines lived in large houses. Around the houses were stables, orchards, gardens, and the huts of their Indian servants. They brought their furniture, clothing, cattle, riding horses, and even much of their food from Spain.

The great treasure fleets

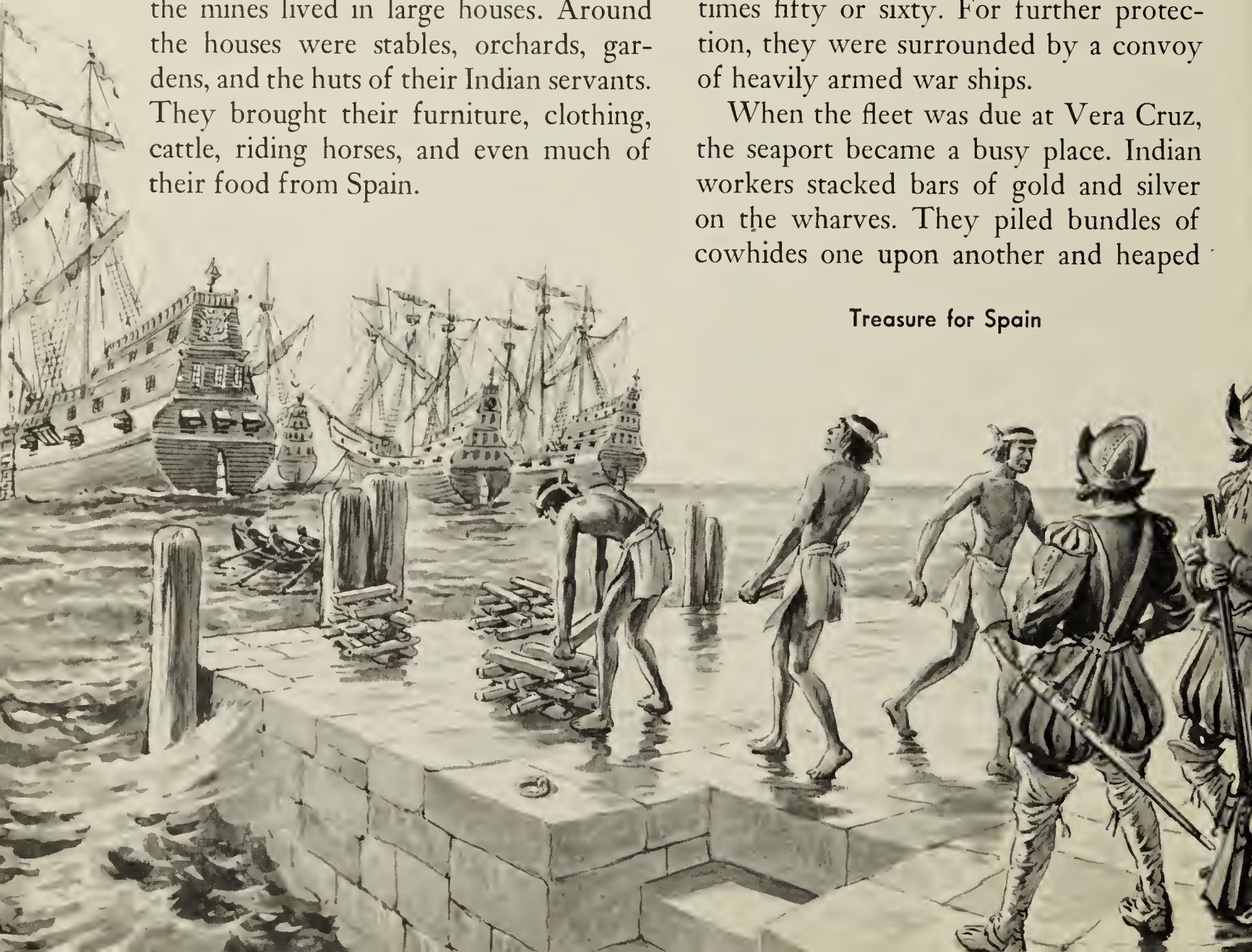
All the goods that came from Spain were brought on Spanish ships to Spanish seaports in the New World. And all the gold and silver and other things that were sent to Spain passed through these seaports.

Once a year, two great fleets of ships sailed from Spain to the New World. One fleet sailed to Vera Cruz on the coast of Mexico. The other headed for a port on the narrow isthmus of Panama.

In the center of the fleets were huge galleons, the largest sailing vessels then afloat. The heavy galleons could hold large cargoes, but they sailed very slowly. For protection against pirates and other enemies, they carried many cannon, sometimes fifty or sixty. For further protection, they were surrounded by a convoy of heavily armed war ships.

When the fleet was due at Vera Cruz, the seaport became a busy place. Indian workers stacked bars of gold and silver on the wharves. They piled bundles of cowhides one upon another and heaped

Treasure for Spain



up supplies of food for the fleet on its homeward voyage.

When the fleet sailed into the harbor, everyone crowded down to the water's edge. Flags waved and guns boomed.

Meanwhile, visitors poured into a nearby city where a fair was to be held. They came from distant ranches, mining towns, inland cities, and farming villages. Crowds of gaily dressed Indians and Spaniards filled the streets from morning to night.

For six weeks the excitement lasted as men bought and sold goods at the fair ground and in the shops. Then one day the fair ended.

The piles of goods on the wharves of Vera Cruz had been loaded on the big galleons. Anchors were raised, sails swelled with the breeze, and the fleet sailed slowly out of the harbor. Every gun in the fleet was loaded and ready for action. The galleons were carrying back to Spain millions of dollars worth of treasure from the New World.

As the white sails faded into the eastern sea, the visitors began the journey back to their homes. For a few days, the trails were crowded with travelers. Then, for another year, the settlers went on with the everyday job of building a new way of life in the New World.

Thinking about What You Have Learned

1. Why was de Soto's expedition considered a failure by the Spaniards? What great discovery did he make?

2. Name some of the plants which the Spanish settlers brought with them from the Old World to the New. What were some of the plants the Spaniards learned about from the Indians?

For your discussion, you may want to read again a part of the story on page 82 and also "What the Indians gave the world" on pages 32 and 33.

3. What did the Aztec runners mean when they reported that men "had come out of the eastern sea in great floating houses with huge white wings"?

4. Some people say that the Aztecs were no worse off under Spanish rule than they had been under Montezuma. Do you agree? Give reasons for your opinion.

5. If you had been an Inca, how do you think you might have described Pizarro? How might you have described him if you had been the King of Spain?

6. Explain how the Spanish priests differed from some of the Spanish explorers in their attitude toward the Indians.

7. Imagine you are a soldier with Coronado. Write a letter to be sent to your brother back in Spain. Describe the trip so that your brother would want to join you.

Plan a second letter which would be likely to discourage him from making the trip.

8. What things made the work of the Indian miners dangerous?

Describe some of the precautions that are taken to make mining safer for men today. You may wish to read about modern mining in a reference book.

9. Does the picture on page 86 show a scene in the Old World or the New? Does it show ships arriving, or about to depart? How do you know?

10. Explain why, for a time, Spain was the richest country in Europe.

11. How does the picture at the top of page 78 show that the Incas were great road builders?



5 FRENCHMEN BUILD a NEW FRANCE

Each spring, when the winter storms were over, the sailors in every European seaport began to make their ships ready for the sea. From sunrise to dark, people who lived near the harbors could see the men at work. They hammered, sawed, painted, and fitted new sails. Then one by one, the ships headed out to sea.

Many of the vessels from Spain and Portugal sailed westward along the route Columbus had followed. They were carrying explorers and settlers to the Spanish and Portuguese colonies in the New World.

Smaller fishing vessels from Spain, Portugal, France, England, and other European countries headed for the northwest.

They were on their way to the fishing grounds that lie off the coast of New England and the mouth of the St. Lawrence River.

European fishermen in the New World

The fishermen from Europe discovered these wonderful fishing grounds only a few years after Columbus first sailed to America. Early each summer, after a dangerous trip across the Atlantic, dozens of vessels gathered to fish within sight of the coasts of the New World.

They came to fish on the “banks,” or shallow places in the ocean, where many fish may be caught. The vessels in the picture are fishing on the “Grand Banks”



which is a famous fishing ground even today.

After the fishermen had made a good catch, they landed on a nearby coast. Here they split the cod and other fish, spread them on logs, and covered them with salt. After the fish had dried, they were packed in barrels and loaded on the

ships. Salted cod keeps for a long time and was in great demand in Europe.

The fishermen often saw Indians. Now and then they landed to trade with them. But they were too busy fishing to spend much time in this way.

These men did not write books about what they had seen, for most of them could not read or write. But they did tell their friends exciting stories about their adventures. They told about the storms and the fogs. They told about the Indians and about the strange far-away land across the sea. Early maps of this part of the world called it "The Land of the Dried Cod."

Up the St. Lawrence and Down the Mississippi

French rulers, who were interested in these stories, decided to send explorers to the New World. Perhaps the explorers would find gold as the Spaniards had done. Perhaps they would find a short route to India. And perhaps they could bring many furs back to France.

In those days, even castles were cold and damp, and furs were in great demand in Europe. Kings and their nobles wore clothing richly trimmed with fur. Wealthy merchants copied the styles set by the noblemen. Hats of beaver fur, like the one in the picture, were worn by people who could afford them.

Cartier sails up the St. Lawrence

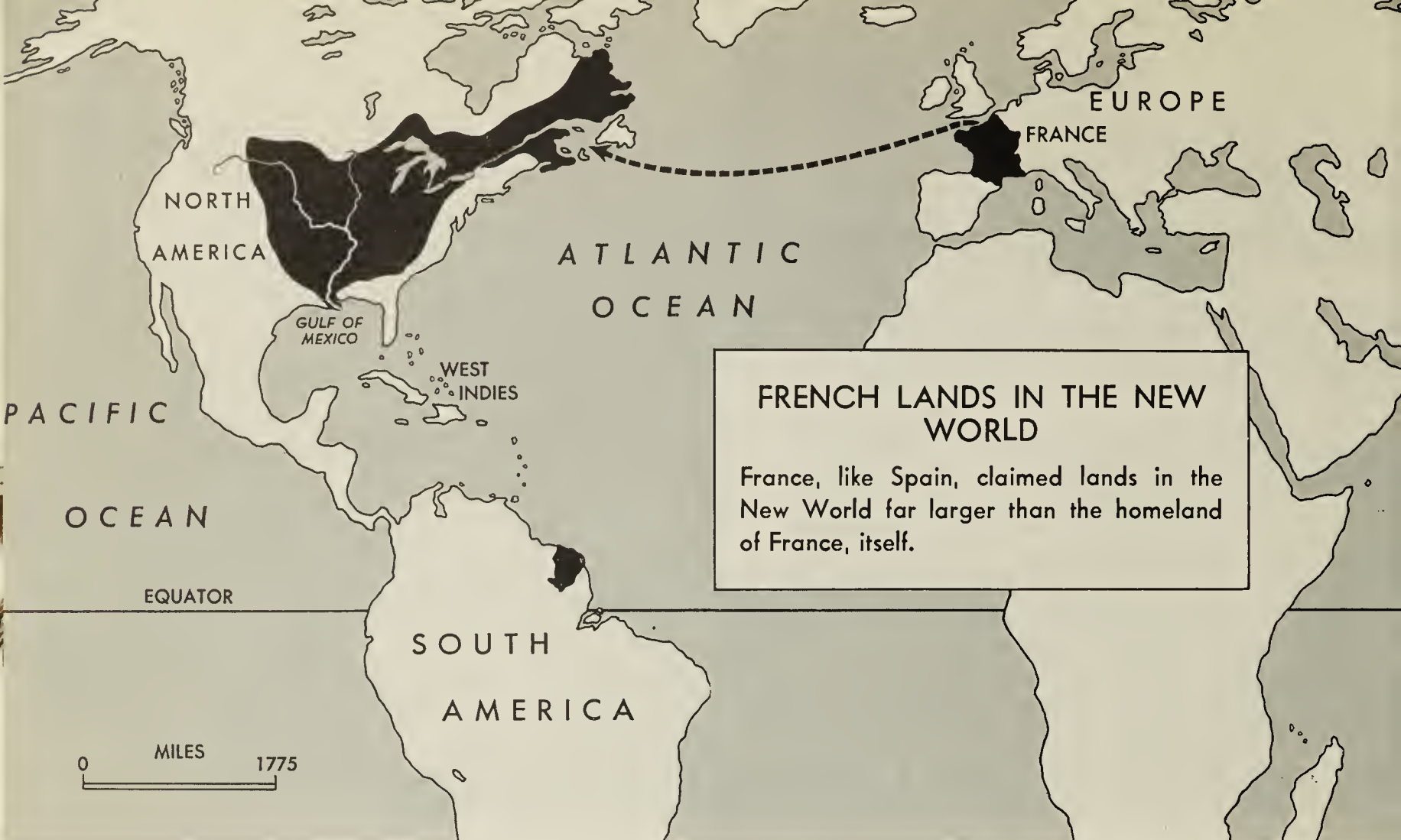
The French king asked Jacques Cartier to lead one of these exploring trips. Cartier was one of the best seamen in France. As a boy, he had probably been to the

Grand Banks with the fishing fleet. As a man, he had fought pirates and other enemies of the king.

Cartier made three trips to the New World. On his second trip, in 1535, he sailed with three ships and more than a hundred men. After crossing the Atlantic, the ships sailed up the St. Lawrence for many days. At last the sailors saw an Indian village. It was built near the spot where the city of Quebec now stands.

Furs from America were the fashion in Europe.





Cartier left two of his ships near the village and sailed on up the river. Would the river never end? Perhaps they had found a new way to reach China and India. One day they heard a great roaring noise. Ahead of them, they saw the river rushing over huge rocks. They could sail no farther. Cartier called this place "Lachine Rapids," which means "The China Rapids." Was China just beyond? He did not know.

At the foot of the rapids was an Indian village of about fifty houses. The Indians had built three walls around the village. The walls were made of pointed logs placed side by side in the ground. Outside the walls were fields of corn.

Behind the village was a hill that Cartier called Mont Royale, or the "royal mountain," in honor of the king. The city

of Montreal now stands on and around this hill.

A winter camp on the St. Lawrence

When Cartier returned to the place where he had left his two ships, he found that the sailors had built cabins on the river bank. Soon winter came, with bitter winds and heavy snows. The St. Lawrence River froze over. The Indians were no longer friendly. The sailors did not dare to leave their cabins without carrying loaded guns.

Before long, all but a few of the Frenchmen became very sick. Twenty-five of them died. Cartier did not want the Indians to know this, for he was afraid they would attack his camp. To fool the Indians, he walked around the camp giving orders in a loud voice. The Indians

thought the Frenchmen were hard at work inside the cabins.

Later, a friendly Indian told Cartier about a medicine made from the bark and needles of a tree, probably the white pine or spruce. This medicine, rich in vitamin C, cured the men who took it.

When spring came, the ice melted in the river. Cartier sailed for France. He made one more trip to the land that he called New France. Then he wrote a book telling what he had seen and done.

The French king was disappointed. Cartier had not found any of the things he had been sent to discover. He had not found a new way to reach India. He had not discovered gold. He had not brought many furs back to France.

Other Frenchmen did not want to go to New France. They were afraid of the long, cold winters. They did not know how to hunt or grow food in the New World. And so, for about fifty years, Frenchmen almost forgot the great St. Lawrence River far across the sea.

Champlain builds a colony at Quebec

In time, however, another great Frenchman became interested in New France. His name was Samuel de Champlain. The king knew that Champlain was a brave soldier, a good sailor, and a famous geographer. He wanted Champlain and his friends to settle New France.

Champlain tried twice to start a settlement in the New World. Both times he failed. But he did not give up. In the spring of 1608, he sailed for a third time in a ship called the "Gift of God." He landed at the spot where Cartier had



The Indian teaches the Frenchman.

spent such a terrible winter. Some of Cartier's cabins were still standing, but the Indians were all gone. Champlain named this place "Quebec."

The first winter was very bad. Champlain did not know about the Indian medicine made from bark and needles. Many of his men died, and when spring



EARLY FRENCH EXPLORATIONS
This map shows how two early French explorers found their way into North America. The St. Lawrence River is one of the great waterways leading into the heart of the continent.



A cornfield and a fort. Both were necessary if the French were to stay in the New World.

came only eight were still alive. Early in June, however, a ship arrived from France bringing food, supplies, and more men.

That summer the French planted seeds in the corn fields left by the Indians. They also began to build the fort shown in the picture. It stood on the level land between the St. Lawrence River and a steep, rocky cliff.

While soldiers stayed to guard the fort, Champlain went on exploring trips. Algonquin Indians went with him as guides. On one trip, he discovered a large lake

in what is now New York State. He named it Lake Champlain. He wrote that it was “bordered by many fine trees of the same kinds as those we have in France, with many vines finer than I have seen in any other place.”

Once a war party of Iroquois attacked him and his Indian guides. Champlain fired his gun, and the Iroquois fled into the forest. The Iroquois and Algonquins were enemies. When the French made friends with the Algonquins, they made enemies of the Iroquois.

Champlain did not find gold or a new way to India. But he did start a colony at Quebec. With the help of his Indian guides, he discovered rivers and lakes on



which men could travel in canoes for many hundreds of miles. The French people were so grateful for what he had done that they called him "The Father of New France."

A mission at Montreal

Just seven years after Champlain died, a small party of colonists left Quebec. They sailed up the St. Lawrence River in small boats. The commander of the group was a Frenchman named de Maisonneuve. In the party were soldiers, several priests and nuns, and two French ladies with their servants. They had come as missionaries to the Indians. They chose to build their first mission on the spot which Cartier had named Montreal.

They pitched their tents and built an altar in a beautiful meadow covered with tall grass and wild flowers. In the evening, when the sun sank below the western forest, fire-flies twinkled over the dark meadow. The French caught the fire-flies, tied them together with threads, and hung them on the altar. Then they lighted their camp fires and placed guards around the camp.

All through the summer they worked, building "Montreal Fort." Inside a wall of pointed logs, they built a house, a chapel, and a storehouse. For several months all was peaceful. The priests taught the friendly Algonquin Indians who came to live near the tiny mission.

Then one day a party of Iroquois discovered the new settlement. They hated the Algonquins and their French friends. After that, the settlers had to keep their guns by their sides day and night. In spite



An altar in the wilderness

of the danger, the little colony at Montreal grew larger and stronger every year.

Many priests left the safety of the forts at Quebec and Montreal and went to live among the Indians. One priest named Father Jogues and two of his companions were captured by the Iroquois and carried to their villages in what is now New York State. Father Jogues escaped, but the next year he returned to preach to the Iroquois. This time they put him to death.

Marquette and Joliet explore the Mississippi

Other priests followed their Indian guides deeper and deeper into the continent. Among them were Father Marquette and a young fur trader named Louis Joliet.

These men set out with five French companions in two canoes in the spring of 1673. They were seeking a river the Indians called "The Father of Waters."

They paddled along the edge of Lake Michigan until they came to Green Bay on its western shore. Entering the bay, they pushed on up the Fox River. The Indians they met were astonished at the sight of seven Frenchmen, in two canoes, daring to make such a long and dangerous journey.

The Indians were friendly, and two of the young men agreed to go with the strangers and guide them through the lakes and swamps. At one place, for a mile and a half the men had to carry their canoes. At the end of this "portage," or carry, they slid their canoes into the Wisconsin River.

Down the Wisconsin River they went to the Mississippi. Father Marquette kept a record of the trip. He wrote, "We safely

entered the Mississippi on the 17th of June, with a joy that I cannot express."

They floated down the Mississippi, passing the mouth of the muddy Missouri. A few days later, friendly Indians warned them not to go any farther. The Indians told the Frenchmen of savages who lived near a "great sea."

Joliet and Marquette realized that the "great sea" must be the Gulf of Mexico. They knew that the Spaniards had built many colonies there. They were disappointed because they had not discovered a new route to India. Slowly, they made their way back to New France.

La Salle reaches the Gulf of Mexico

News of what Marquette and Joliet had done reached the ears of Robert La Salle. La Salle was both a dreamer and a man of action. He looked at a map, and with his finger traced the route followed by Marquette and Joliet.

In his imagination, he saw far more than a map. He saw a mighty river highway in the heart of the continent. Along this highway, he saw a chain of forts. They were French forts, stretching from the Great Lakes to the Gulf of Mexico. French fur traders led fleets of canoes from the Mississippi to Montreal.

This was La Salle's dream. If he could make it come true, France would become the richest and most powerful nation in the world.

La Salle turned from the map and went into action. First, he built several forts on the Great Lakes. Between two of the Great Lakes, he and his companions made a great discovery. Lake Ontario was sepa-





Around the great falls to the Great Lakes

rated from Lake Erie by a mighty falls.

One of the men with La Salle was Father Hennepin, the first European to write about Niagara Falls. He wrote, "I went overland to view the great Fall, the like whereof is not in the whole world. The waters do foam and boil . . . making a noise more terrible than thunder."

Niagara Falls made a sharp break in travel and trade on the Great Lakes. As the picture shows, canoes had to be carried around the falls. This was called the "Niagara Portage."

Near Niagara Falls, La Salle built a fort. He also built a small sailing ship, armed with cannons. The boom of the

cannons frightened the Indians who called the ship a "floating fort."

La Salle set sail in his "floating fort," heading westward on the Great Lakes. Later, he changed to a canoe. Near the southern end of Lake Michigan, he found what he wanted—a river that flowed toward the Mississippi.

Later, La Salle drifted down the Mississippi until he came to the Gulf of Mexico. You can follow the route of his journey on the map.

On the return trip, he and his Indian friends had to paddle upstream against the strong current. When he finally returned to Montreal, he was greeted as a hero. He had traveled through the very heart of North America.

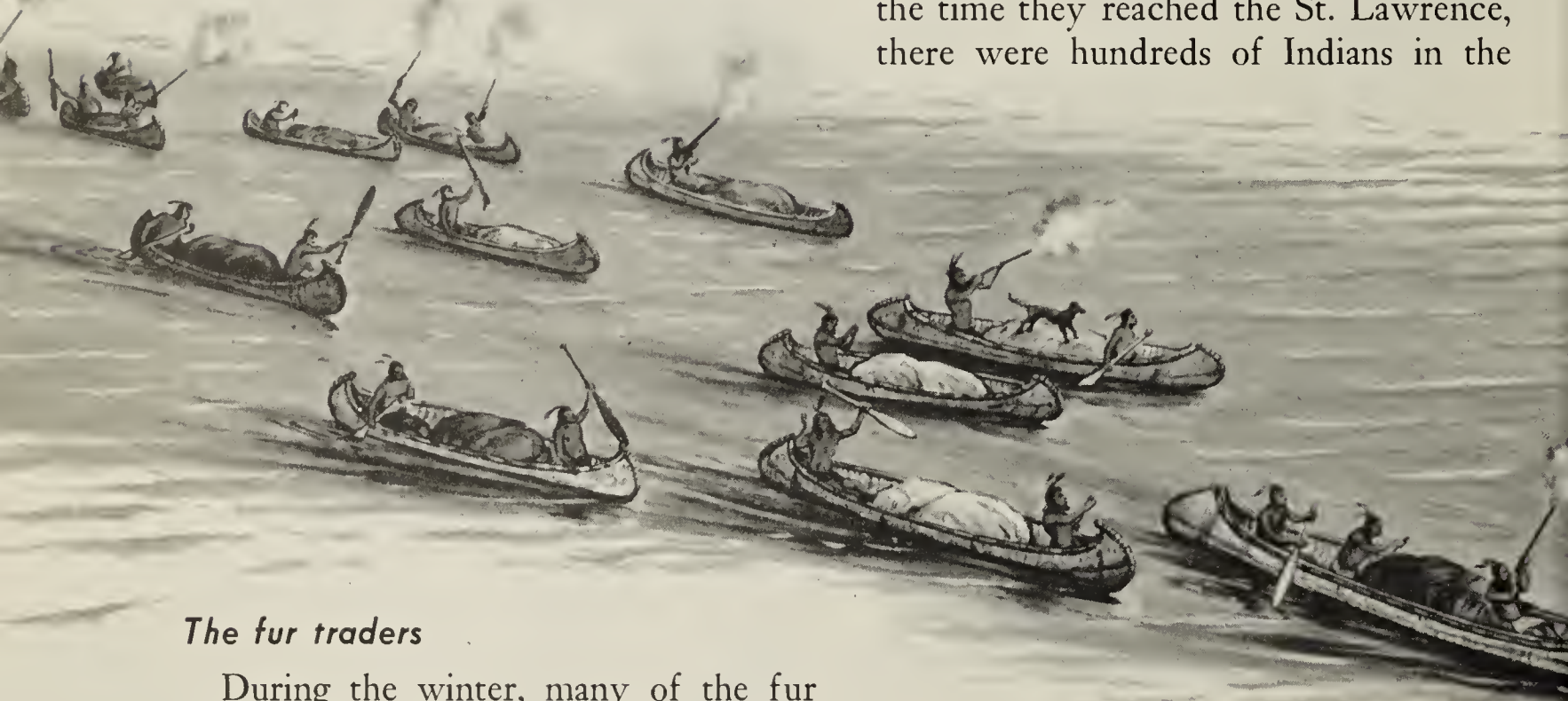
Later, the French built a chain of small forts through the Mississippi Valley. Soldiers and traders in these forts helped to explore the great wilderness that the French named "Louisiana" in honor of Louis, their king.

Fur Traders in the Forests

Excited by the stories they heard, many young Frenchmen came to live in the strange new land. Some lived as soldiers in the forts at Quebec and Montreal. Others became fur traders.

stream with the Indians close behind him. At the mouth of every river, they met other traders leading other bands of Indians.

Some of the canoes were so large that it took several men to paddle them. By the time they reached the St. Lawrence, there were hundreds of Indians in the



The fur traders

During the winter, many of the fur traders lived with the Indians. Others lived in cabins which they built on the shore of a lake or river.

The Indians taught the Frenchmen how to make snow shoes and how to track game in the snow-covered forests. They also taught them how to fish through holes in the ice.

As soon as the ice melted, the brightly-painted Indians left their villages. They gathered at the little forts scattered through the forests. Their canoes were loaded with bundles of furs.

After the Indians from all the nearby villages had gathered at a fort, the trader launched his canoe. He paddled down the

Furs by the thousands came from the forests of New France to the markets of Montreal.

party. Their canoes stretched out in a long line on the river.

The fur fair at Montreal

Each night the band of traders and Indians camped on the banks of the river. Each day they came closer to Montreal. At last, the Indians heard the shrill blast of a horn. This was a signal that the French trader in the leading canoe had sighted the fort.

The long river journey was almost over. Always ready to celebrate, the

Indians fired their guns into the air. A mighty blast of noise shattered the silence of the forest.

Hearing the horn and the shots from hundreds of guns, the people in Montreal rushed from their houses. They hurried to the river bank. They had been looking forward for months to the arrival of the Indians and the opening of the annual fair.

When the great fleet of canoes reached the fort, the Indians leaped ashore. They pulled their canoes out of the water and

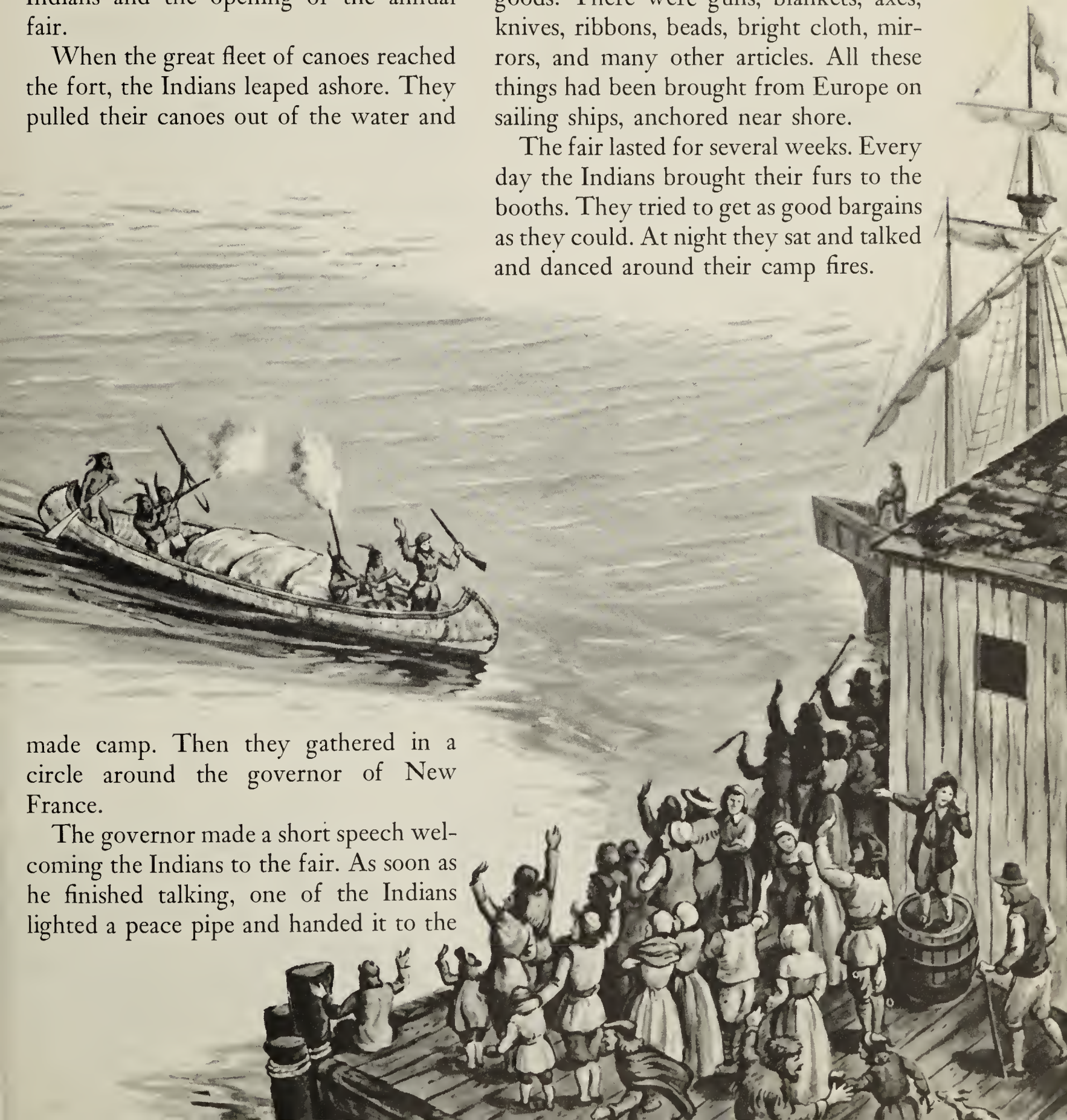
governor. Taking a few puffs, the governor returned the pipe. It was then passed around the circle until every man had puffed on it. This was the Indians' way of showing that they were the friends of the Frenchmen.

Trading began at once. The Indians crowded around the booths filled with goods. There were guns, blankets, axes, knives, ribbons, beads, bright cloth, mirrors, and many other articles. All these things had been brought from Europe on sailing ships, anchored near shore.

The fair lasted for several weeks. Every day the Indians brought their furs to the booths. They tried to get as good bargains as they could. At night they sat and talked and danced around their camp fires.

made camp. Then they gathered in a circle around the governor of New France.

The governor made a short speech welcoming the Indians to the fair. As soon as he finished talking, one of the Indians lighted a peace pipe and handed it to the



Then, one morning, there were no more goods to be traded. The fair had ended. The Indians loaded their canoes and started on the long trip back to their villages. The fur traders said good-bye to their friends and paddled silently away. The ships from France raised their sails and headed for the distant ocean. They carried a rich cargo of as many as one hundred thousand furs.

The settlers at Montreal went back to their cabins. They returned to their jobs of tending the fields, cutting wood, and standing guard at the fort.

French Farmers along the St. Lawrence River

The French king was proud that New France and Louisiana belonged to France. He was pleased that many Frenchmen were making money from the fish and furs they brought from the New World. But he was disappointed that only a few French farmers had settled in the land across the sea. What kept them from going to New France?

The king's advisors quickly gave him an answer to his question. The problem was the Indians. Along the St. Lawrence, the Algonquins were friendly. But the Iroquois who lived around Lake Champlain hated the French. Frenchmen were safe only in the forts.

Making New France safe for farmers

In order to make New France safe for farmers, the king sent some of his best soldiers to the New World. Drums rolled and trumpets blared as the men landed at Quebec. Flags waved in the breeze. Red



1. Find the Grand Banks on the map on page 91. What do fishermen mean when they talk about the "banks"?

2. How did the fishermen preserve the cod so that it could be used in Europe?

Name some of the different ways in which fish is preserved today. Have you ever eaten fresh fish many days after it was caught? Why was this possible?

3. Use the map and picture on pages 94 and 95 to explain why Niagara Falls made a sharp break in travel and trade.

What did one explorer say about the Falls? Do you think he thought they were a sight worth seeing? Explain why.

uniforms were bright against the gray rock. Guns gleamed in the sun.

"When the Iroquois see our soldiers, they will ask for peace," the people said.

That is exactly what happened. The soldiers traveled in a great fleet of boats and canoes up a river that led to Lake Champlain. Friendly Indian scouts moved through the forests on each side of the line of soldiers. At night, camp fires lighted up the sky. The Iroquois fled before the advancing soldiers. They knew they could not hope to fight so many men.

When the French reached the villages of the Iroquois, they burned the houses. They destroyed the crops in the fields. Then they returned to Quebec.



The Iroquois crept back to their ruined villages. When they saw what the Frenchmen had done, they were filled with anger. But they knew they could not fight such a powerful army. They asked for peace and promised not to attack the French farmers if the French soldiers would not attack them.

Settling the land

The king of France had already given large grants of land in New France to wealthy friends and soldiers. He called these men "seigneurs." The seigneurs promised to share their land with French farmers. To get the farmers, they sent agents to farming villages all over France.

It was easier to get settlers, now that New France had become a safer land in which to live. Each spring, after the ice had gone out of the St. Lawrence River,

farm families arrived by the shipload at Quebec. There, each group of newcomers met their seigneur. He was the man who owned the land where they would spend the rest of their lives.

Each seigneur led his little band of settlers to his own small boat. He explained that everybody in New France traveled on the river. The farmers would go by boat to their new farms.

As they sailed up the St. Lawrence, the settlers saw two rows of farm houses, one on each side of the river. Everyone in New France lived near the river, the seigneur explained. In summer, the people traveled up and down the river in canoes, rowboats, and sailboats. In winter, they drove their sleds over the ice. But the St. Lawrence was more than a highway of travel. It was also a source of food. In it,

On the way to new homes in a new world





Welcome to New France!

the settlers caught fish. And along the marshy banks, they shot ducks and other wild birds.

Farm life in New France

As he approached his own land, the seigneur steered the boat close to the river bank. The newcomers got their first look at the farms of New France.

Each farm ran in a long, narrow strip from the river to the forest on the hill slopes. Close to the river, there was wild marsh hay for the cattle. Crops were growing around the houses. Farther inland, cattle grazed in the pastures on the hillside. Beyond the pastures was the forest where the farmers could get timber for building and wood for their fireplaces.

When they landed, most of the newcomers lived at first with a neighbor in a

sturdy house built of stones and planks. Most of the houses had two bedrooms and a large kitchen that was also a living room. A huge fireplace, surrounded by kettles, was used for cooking and for heating the house. Guns and powder horns hung on the walls. The furniture was made by hand. Oiled paper covered the small windows.

Upstairs was an attic, reached by a ladder. The children slept on the attic floor which was covered with straw.

Near the house was a barn where the farmer kept his livestock, his heavy wooden plow, and his tools. Beside the barn was a root cellar in which he stored his vegetables. Not far from the house was a large outdoor oven made of heavy rocks. Once a week, the women built a roaring fire in the oven and did a week's baking.

The newcomers built houses and barns for themselves. Soon they were living like everybody else in the village. During the summer, they worked in the fields from morning to night. In the autumn, they stored their crops and cut the stacks of firewood. When the winter snows piled up outside the houses, there was plenty of time to sit and talk before the blazing fireplaces.

They had many parties. When a girl was married, the celebration sometimes lasted for several days. On May Day, everybody in the village got up early. The people dressed in their best clothes and went to visit their seigneur. In front of his house they placed a Maypole in the ground and danced and sang around it to honor him.

The seigneur always pretended to be surprised, although this happened in the same way every year. He invited the people in to eat cakes, cookies, and other refreshments. The May Day celebration was one way in which the farmers showed their respect and friendship for the seigneur.

Much of the life of the village centered in the church. Most of the farmers could not read or write. They had no newspapers. When they went to church, the priest told them the latest news. During the week, he visited in their homes and comforted them when they were sick.

In time, the banks of the St. Lawrence were dotted with these little farming villages. One writer said that you could paddle a canoe within sight of every house in New France.

On a map, New France looked large and powerful. It was really weak. Farmers and fur traders were scattered up and down the St. Lawrence River and through the vast inland forests. And far-off Louisiana, in the heart of the continent, was even weaker than New France. There were never enough soldiers at the tiny forts to protect the people from their enemies.

Thinking about What You Have Learned

1. What were some of the reasons why the French rulers became interested in the New World?

How did the kings and other people in France learn more about the New World?

2. What do you think Jacques Cartier had in mind when he chose a name that means "The China Rapids"?

3. Why was the St. Lawrence River like a great highway leading into the heart of North America?

Explain why the Great Lakes, also, were like a highway leading deeper and deeper into the continent.

4. Why were light bark canoes suited to the needs of the French explorers and fur traders? Think of ways in which they were not very well suited to travel on the Great Lakes.

5. How does the map on page 90 suggest that French lands in the New World were

large and powerful? Explain why they were really weak.

6. What is being celebrated in the picture on this page? Have you ever done what these French girls are doing?

7. Working with a group of your classmates, dramatize the fur fair at Montreal. You might plan to show the arrival of the traders and Indians, the celebration, and the trading.

8. Write a true statement and a false statement about each of the following: Lake Champlain, a seigneur, La Salle's "floating fort," Niagara Portage.

Read the statements to your classmates and let them decide which are true and which are false.

What would you say, for example, about this statement? "The men paddled the canoes through the smooth waters of the Niagara Portage."

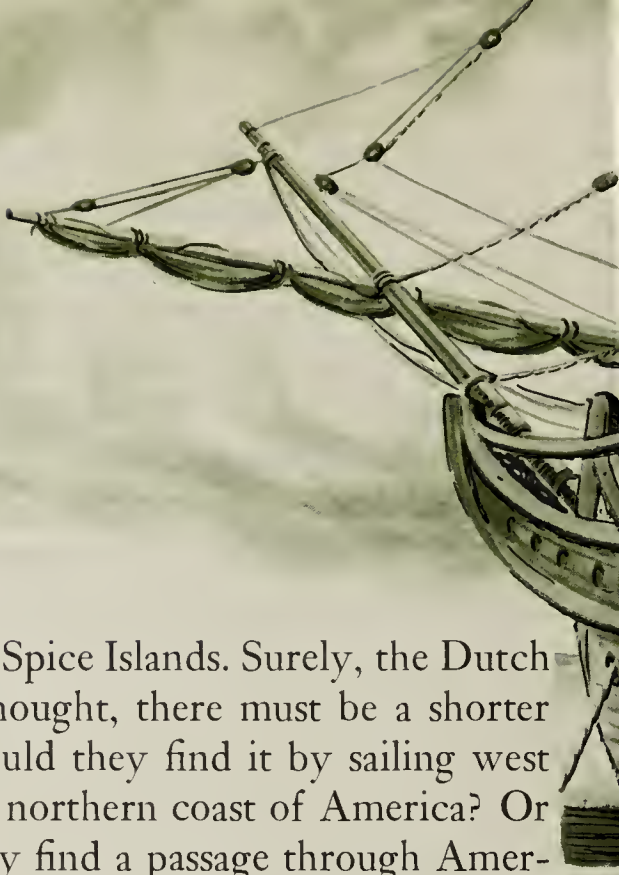


6 The DUTCH BUILD a NEW NETHERLAND

Even before the New World was discovered, Dutch ships carried on a busy trade with foreign countries. Seaports in the Netherlands were crowded with trading ships and men-of-war.

During the years when the Spaniards and French were exploring the New World, daring Dutch seamen were conquering lands on the other side of the globe. They had trading stations in the Spice Islands and on the coasts of Africa and Asia.

But the Dutch sea captains and businessmen were not satisfied. The route around Africa was far too long. It sometimes took nearly a year for a ship to



reach the Spice Islands. Surely, the Dutch seamen thought, there must be a shorter route. Could they find it by sailing west along the northern coast of America? Or could they find a passage through America itself?

With these questions in mind, the Dutch offered a prize. It would go to the first man to find a better route to the Far East than the one Vasco da Gama had discovered around the southern tip of Africa.

Henry Hudson Carries the Dutch Flag to the New World

Henry Hudson, an English sea captain, hoped to win the prize. In the spring of 1609, he sailed in command of a small Dutch vessel, the "Half Moon." With the flag of Holland whipping in the wind, he headed boldly out into the ocean.

Captain Hudson discovers a great river

For weeks the "Half Moon" sailed westward, a tiny speck on the great Atlantic. In the early summer, it reached the mouth of Chesapeake Bay. But this was not the passage Henry Hudson hoped to find. He turned north, following the coast.

Before long, he reached another large bay. This was Delaware Bay. Captain Hudson sailed up the bay and into the Delaware River. His hopes rose. Could this be a passage through the continent? But the river became narrow and shallow. Hudson ordered the ship to turn about and return to the coast. Again he headed northward.

Following the sandy coast line of what is now New Jersey, the "Half Moon" soon came to another large bay. A great river flowed into it from the north. Indians in dugout canoes paddled out from shore to meet the ship. Eager to trade,



they brought furs and food to exchange for beads, knives, axes, and bright-colored cloth.

Then the “Half Moon” raised sail once more and moved up the river that today is called the Hudson. But the Dutch sailors called it the “River of Steep Hills.” They gazed in wonder at the rocky cliffs, the tree-covered mountains, and the rolling grassy fields. This country was richer than any they had ever seen.

Feasting with the Indians

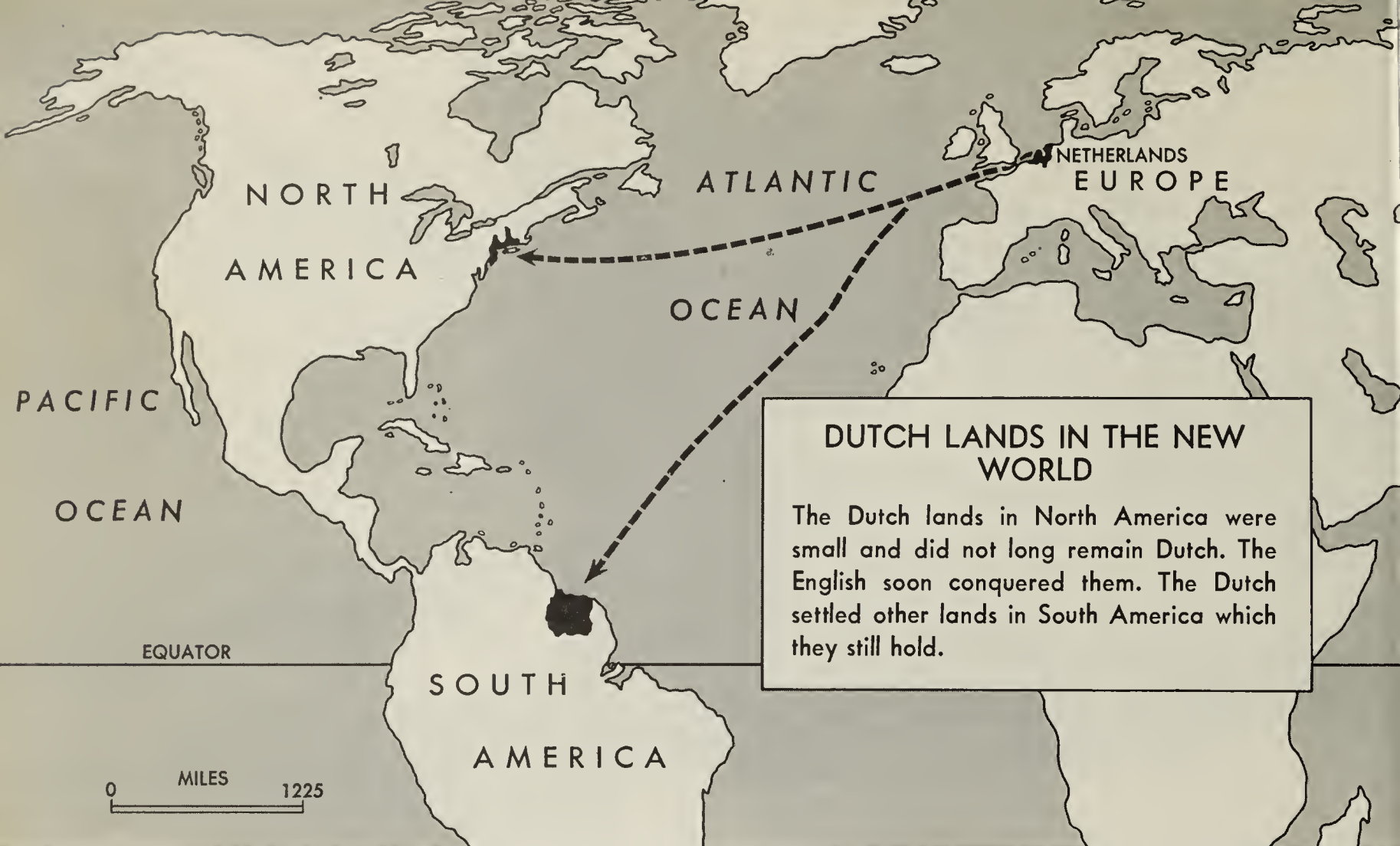
Sailing upstream, the “Half Moon” reached a place not far from where the city of Albany now stands. This was in the heart of the Iroquois country. Canoes again surrounded the ship. Indians swarmed on board and traded their furs for the exciting articles of the Europeans. Then they invited the sailors to a feast.

Henry Hudson wrote down the story

Henry Hudson discovers “The Hudson”—another great waterway into North America.

of the feast in his journal. He told how he traveled to the river bank in a canoe with an old man, the chief of the tribe. In a bark-covered house, the Indians spread mats for their visitors to sit on. The Indians broke their arrows into bits and threw them into the fire. This was to show the Dutch that they meant no harm.





As Hudson wrote, they “killed at once a fat dog and skinned it in great haste, with shells which they get out of the water.”

The women put the meat into wooden buckets filled with water. They heated the water with hot stones raked out of the fire. When the meat was ready, they served it in red wooden bowls.

The next day Captain Hudson sailed on up the river. He had gone only a few

miles, however, before he came to some rapids. Disappointed, he turned the “Half Moon” about and returned down the river.

Henry Hudson had failed to find a new route to the Spice Islands. But he did not return home with empty hands. The “Half Moon” was loaded with a valuable cargo of furs. More important still, Hudson had discovered a rich new land waiting for traders and settlers.

Doing Business with the Indians

Dutch businessmen wasted no time. They set to work building forts and trading posts on the rivers that Hudson had explored in the “Half Moon.” The largest and most important of these settlements was on Manhattan Island which is the heart of New York City today. The

Dutch bought the land from the Indians for a few beads and other trinkets worth about twenty-four dollars.

The Indians called the land “Manahatta,” which meant “Heavenly Land.” The Dutch called it New Amsterdam. They could easily travel by water from

New Amsterdam to their other trading posts. These were built along the Hudson River, the Delaware River, and the Connecticut River. You can find these rivers and New Amsterdam on the map.

Life at Fort Orange

Up the Hudson River, five days or more by sailing ship from New Amsterdam, stood Fort Orange.

This was as far up the Hudson River as ships could go. Here, where the city of Albany now stands, a few Dutch traders lived. Some of the traders had brought their families with them. Nearby in forest clearings, the Iroquois had built their villages.

The fort, which was also a trading post, was surrounded by a wall of pointed logs. Close to the fort, on the banks of the Hudson River, were twenty or thirty huts. These were the homes of the Dutch traders.

In winter, both men and women dressed in deerskin, fur caps, and leather moccasins. In summer, the women wore dresses. They were barefooted as they went about their work in their homes and in their little gardens.

There was plenty to eat. The forests were full of game and nuts and berries. The river was alive with fish. Good crops of corn, beans, and squash could be grown without much effort. Moreover, the Iroquois always had enough food to share if the settlers were in need.

The Indians came and went freely in the little settlement. Some brought furs to trade. Others came to visit their Dutch friends. At night, if the weather was clear,



the Indians rolled up in blankets and slept on the ground. When it was cold or rainy, they slept on the floor of the trading post or in one of the huts.

Why the traders did not fear the Indians

Traders from Fort Orange were often asked by their friends in New Amsterdam, "Are you afraid of the Indians?"

It was quite true that the Iroquois were strong enough to destroy the little settlement any time they wished to do so. But the traders knew that the Indians had no wish to harm them. The Indians were eager to get the guns, blankets, knives, iron kettles, and other things the traders had to sell.

What was more important, perhaps, the Iroquois lived much better in their



Friendly traders

own villages than the Dutch traders did at Fort Orange. They had comfortable houses, and large fields filled with growing crops.

The traders said, "The Indians mind their business. We mind ours. And many of them are our friends."

The Dutch traders traveled without fear through the Indian country. With an Indian guide to show them the way, they visited the villages of the Iroquois. They traveled in canoes or along the forest trails, carrying their packs of trading goods with them.

The Indians welcomed them and fed them. When the time came to do business, the Indians crowded around to look

at the articles the traders spread out on a blanket. Before leaving, the traders always invited the Indians to bring their furs to Fort Orange.

Why the Indians welcomed the traders

All of the Indians wanted the things the men from Europe had to sell. It was much easier to hunt with guns than to use bows and arrows. It was easier to fish with steel hooks than to use bone fish-hooks.

It was easier to cut wood with a steel ax than with a stone ax. It was easier to skin game with a steel knife than with a stone knife. It was easier to cultivate a garden with an iron hoe than with a sharpened stick. And wool blankets were more comfortable than blankets made from the skins of animals.

And the mirrors! What treasures they were! The Indians called them "little springs of smooth water." Anyone could look in a mirror and see his own face



whenever he wanted. The boys learned to signal with mirrors by flashing them in the sunlight.

For a few beaver skins, the Indians could get these treasures that they could not make for themselves. But the Indians were not fooled. They knew that they paid dearly for the things they bought.

“Just one more skin,” the trader would say. “Give me one more skin, and I will give you this gun, or ax, or kettle.”

Some of the Indians boys had a nickname for the traders. They called them “Mister One-More.”

Of course, the Indians did not realize that they were taking part in a big business—the fur trade. Furs were in great demand in Europe. Everyone who could afford to buy furs was eager to wear them. It took many traders, many ships, and many Indian hunters to supply this huge demand for furs. Everybody connected with the business hoped to profit by it.

Changing ways of life among the Indians

Many of the Indians were deeply troubled. Before the traders came, they had lived their own lives in their own way. They had tended their fields and orchards. They had hunted and fished when they needed more food. They had loved their homes and their villages and had spent much time in them.

Now the men and older boys were away much of the time, hunting and trapping in the forests. In their greed for furs, the Indians fought with each other much more than they had done in the past.

The Indians were becoming more de-

pendent upon the men from Europe. They were forgetting how to make their own blankets, pottery, and tools. The old happy village life was changing, too. The men were too busy roaming the forests to spend much of their time at home.

These changes disturbed many of the older Indians who remembered the days before the traders came to Fort Orange. At their council fires, they often talked about the problem.

The tools of the traders were good, they agreed. These tools made life much easier for the Indians. But were guns and tools worth the trouble they were causing? Were the ways of the traders really better than the old Indian ways? Some of the young warriors wanted to take their tomahawks and kill all the traders. But the older and wiser leaders said, “No.”

The leaders reminded their people that they could not hope to drive the traders away. There were already far too many men from Europe, and they were much better armed than the Indians. The leaders decided they must try to solve their problem in other ways. The Indians must learn to live with the men who came from the land across the sea.

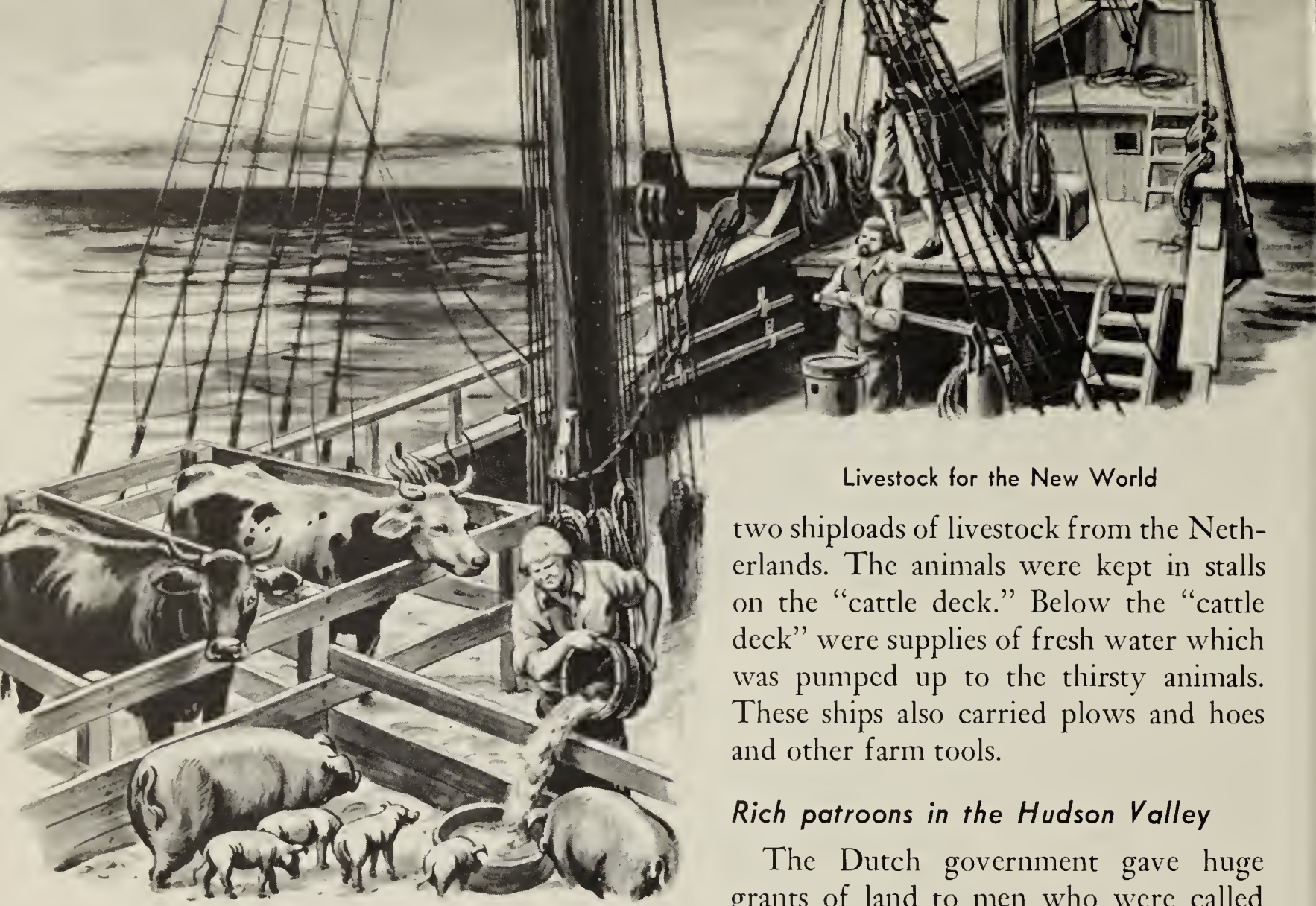


1. In the picture at the bottom of page 106, what have the Indian boys discovered that pleases them?

2. Why did the Iroquois welcome the Dutch traders? Why did they sometimes call the traders “Mr. One-More”?

3. Why was there such a great demand for furs in Europe?

Name some furs that are popular today. Find out, if you can, where some of them are obtained.



Livestock for the New World

two shiploads of livestock from the Netherlands. The animals were kept in stalls on the "cattle deck." Below the "cattle deck" were supplies of fresh water which was pumped up to the thirsty animals. These ships also carried plows and hoes and other farm tools.

Rich patroons in the Hudson Valley

The Dutch government gave huge grants of land to men who were called "patroons." A patroon could have sixteen miles of land along one side of a river, or eight miles on both sides. In return for this gift, he had to bring at least fifty men and women to farm the land for him.

Before long, both banks of the Hudson River were dotted with farm homes. There were the large, comfortable houses of the patroons and the small, thatched huts of the tenant farmers.

The patroons ruled their lands as if they were kings. One of these men, named Van Rensselaer, built a fort on an island in the Hudson River. He compelled each passing ship to salute his flag and then stop and pay a toll for using the river. Freedom-loving Dutch sailors did not like this.

Rich Land Owners and Tenant Farmers

The Dutch were growing in numbers. After the forts and trading posts were built, Dutch businessmen began to send farmers to New Netherland. They wanted the farmers to raise food for the soldiers and traders at the forts and trading posts. Many of the farmers brought their families with them.

One of the first things the Dutch businessmen did was to send farm animals to the New World. They sent cattle, horses, sheep, hogs, and chickens.

Not long after the Dutch bought Manhattan Island from the Indians, they sent

One day a ship's captain, named Loockerman, started to sail past the fort without saluting the flag. He had not gone far before a loud cry came from the fort:

"Lower your colors."

"I lower my colors for no one except the Prince," the captain shouted.

Hardly were the words out of his mouth before a cannon roared and a shot tore through his mainsail. At this, the angry captain crowded sail on his ship and escaped as quickly as he could.

Captain Loockerman could get away. But the tenant farmers who worked on the patroon's land were not so fortunate.

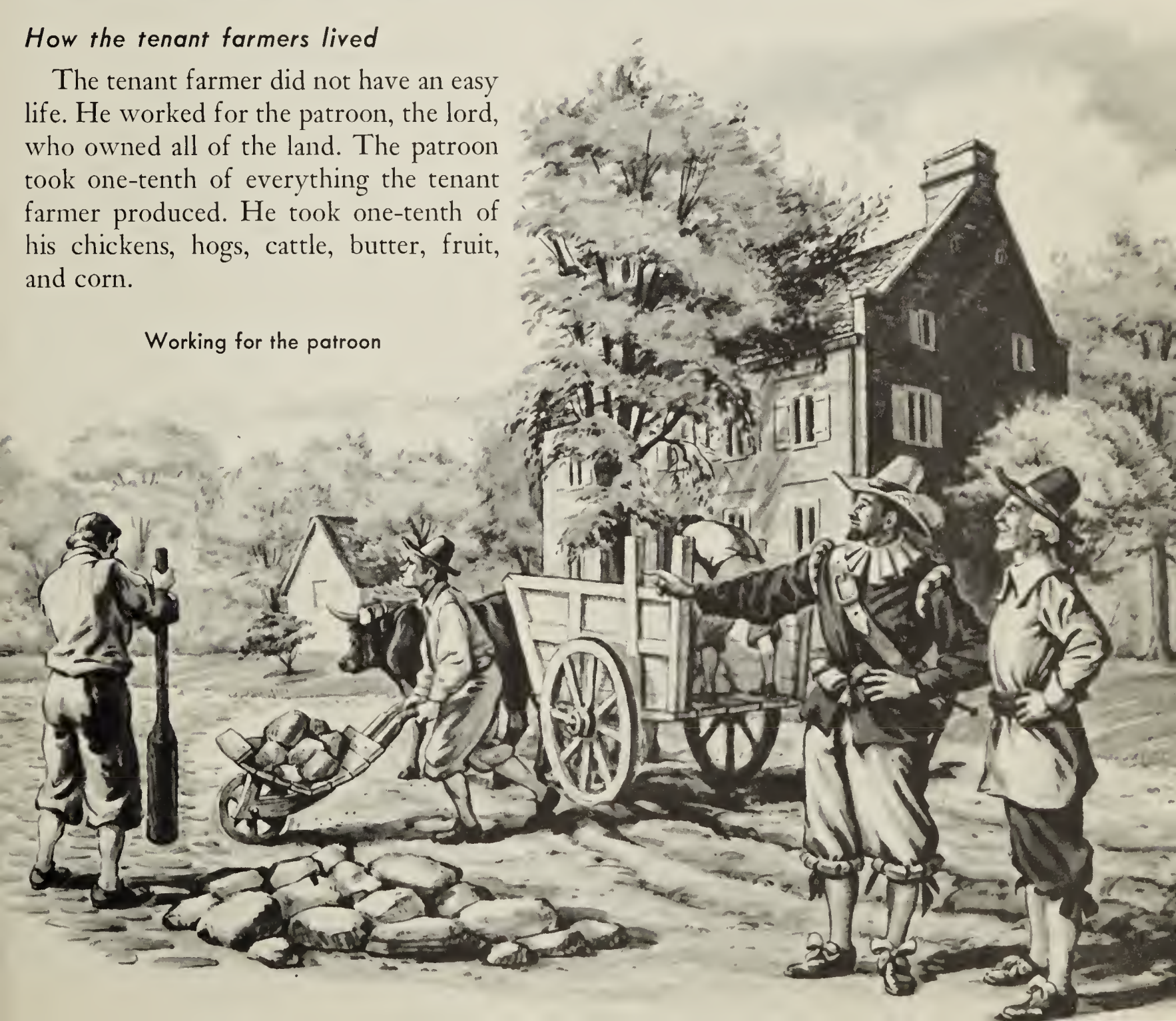
How the tenant farmers lived

The tenant farmer did not have an easy life. He worked for the patroon, the lord, who owned all of the land. The patroon took one-tenth of everything the tenant farmer produced. He took one-tenth of his chickens, hogs, cattle, butter, fruit, and corn.

Working for the patroon

The tenant also had to cut firewood for his patroon. He had to repair the roads, as the tenants in the picture are doing. He was not allowed to trap any fur-bearing animals and sell the skins. He could not use the wool clipped from his own sheep.

It was not easy to get Dutch farmers to come to New Netherland as tenant farmers. The Dutch did come in large numbers, but most of them came as free men to live on their own small farms. Many settled in the growing city of New Amsterdam.



The Dutch Build a City at the Mouth of the Hudson

The Dutch built New Amsterdam at the mouth of the Hudson River. This was a good location for trade. The little settlement began at the southern tip of Manhattan Island, shown on the maps below. The skyscrapers of New York City stand on this spot today.

In New Amsterdam

As the years passed, New Amsterdam grew to be the small city that you see in the picture on the next page. It looked in many ways like Old Amsterdam in far-off Holland. Many of the houses were built of brick with roofs of bright-colored tile brought from Europe. There were windmills and a canal to remind the Dutch of their earlier lives in the old country.

Around the houses were small orchards and gardens. Usually there was a barn for the cattle. Each morning a hired cowherd drove the cows to a nearby pasture owned by all the people. At milking time, he drove the cows home, sounding his horn at each gate to announce their return.

The job of milking fell to the boys. They did many of the other jobs around the house and farm. In the mornings, they filled the woodboxes and the water pails in the kitchen. During the day, they

worked in the garden or cut firewood. Their sisters helped with the cooking, baking, and other housework.

Not all of the men were farmers, for New Amsterdam was a busy town and seaport. There were many different kinds of jobs to be done. Some of the men worked in the windmills that ground the grain. Others were carpenters, shoe makers, blacksmiths, butchers, or bakers. Still others worked in the ship yard or on the water front.

Many of the men owned small ships in which they sailed up the Hudson, Delaware, and Connecticut rivers. They carried on a busy trade with farms and trading posts along the river banks.

Often, at night, the owner of one of these small vessels would tie his boat to a tree, fill a pack with goods, and visit the farm houses along the river bank. He always carried a supply of cloth, needles, thread, spices, and other articles to sell to the housewives. On their return trips, these small ships usually carried a cargo of furs to New Amsterdam. There the furs were loaded on larger ships and sent to the Netherlands.

The streets of this growing seaport were always filled with sailors and visitors from other countries. One traveler counted eighteen different languages that he heard spoken as he walked about the streets.

Fun-loving people

Life was not all work in New Amsterdam. During the spring, summer, and fall,





Manhattan Island—now the heart of our greatest city

the men and boys went fishing and hunting. In winter, the young people coasted on their sleds down the snow-covered slopes. Everyone, young and old alike, skated on the frozen ponds and streams.

The merriest of all times were the holidays. The Dutch celebrated these in the New World much as they had done in the old country. And the best of all holidays was the one on which St. Nicholas arrived with his pack filled with gifts.

Next came New Year's Day, when the older people dressed in their best clothes and went visiting from house to house. On that day, the boys and girls went turkey shooting, sleigh-riding, skating, and dancing. There were many other holidays, for the Dutch were a fun-loving people.

The boys did not need the excuse of a holiday to have a good time. Now and then their pranks alarmed the older people. Sometimes they frightened the night watchman by shouting "Indians" at the top of their voices. This was a serious matter, for the farmers around New Amsterdam lived in terror of the Indians.

Trouble with the Indians

During the early years of settlement, there had been only a few Dutch farmers. These had lived and farmed side by side with their Indian friends, and there was little trouble.

As the years passed, more and more Dutch settlers came to the New World. Their farms spread out on Long Island and up the Hudson River.



The Indians who lived by hunting complained that the Dutch farms destroyed their old hunting grounds. Those who tried to make a living by farming complained that the Dutch settlers' cattle trampled their crops.

The Indians also complained that bad Dutchmen cheated them. Much of this cheating was done by sailors who sometimes sold the Indians poor goods at high prices. Now and then a settler refused to pay an Indian for a job he had done.

The Indian chiefs punished members of their own tribe who made trouble for the Dutch settlers. In return, the chiefs expected the Dutch leaders to punish any of their people who made trouble for the Indians.

When the Dutch leaders did not punish their own people, the Indians took matters in their own hands. Several times they attacked the lonely farm houses.

They killed the settlers and burned the buildings.

The people of New Amsterdam became so alarmed that they built a wall of pointed logs along the northern border of their settlement. This wall, shown on the map on page 110, was built all the way across Manhattan Island. A road that ran inside the wall was called "Wall Street." One of the most famous streets in New York today follows the line of this old wall.

But the Indians fought a hopeless battle. The Dutch had come to stay. Each year there were more of them.

The Indians now had only two choices. They could move, or they could work as hired laborers for the Dutch. Most of the Indians moved. They left the forests where they had hunted, the fields they had cleared, and the villages they had built with so much effort.

Thinking about What You Have Learned

1. Give the modern names for each of the following: Heavenly Land, River of Steep Hills, little springs of smooth water, New Amsterdam.

2. How did the coming of the Dutch traders change ways of life among the Indians?

3. What are the workers doing in the picture on page 109? What is the man using to move rocks? Why will their work make life easier for the people in their neighborhood?

4. Why did New Amsterdam grow so rapidly? In giving your reasons, use the map on page 105.

5. Imagine you are a young man who has just arrived in New Amsterdam. What

kinds of jobs would there be that you could take? Which one do you think might have interested you most? Why?

6. Compare the way the seigneurs of New France ran their farms with the methods used by the Dutch patroons.

Would you rather have lived as a farmer under a seigneur or a patroon? Give your reasons.

7. Why can the Dutch be described as fun-loving people? Which of the things they did are popular among the people of your community?

8. Why did the Dutch build a wall along the northern border of New Amsterdam? What famous street in New York City follows the line of that old wall?

7 ENGLISHMEN BECOME INTERESTED

in the NEW WORLD



Englishmen were as excited as other Europeans when they first heard that a man named Columbus had sailed west to reach the Far East. People gathered in English towns and villages to talk about Columbus' great voyage. Soon, however, it became clear that Columbus had not discovered a new route to the Spice Islands. He had found, instead, new lands—a whole New World.

Explorers from many parts of Europe joined in the rush to find a passage *through* the New World. They hoped to discover the route to the Spice Islands that Columbus had failed to find.

John Cabot sails to America

In 1497, a little ship sailed out of the harbor of Bristol, England. This was five years after Columbus had made his first voyage across the Atlantic. In command of the ship was John Cabot, an Italian sea captain. The king of England had given him permission to search for a new route to the Spice Islands. Perhaps he would discover the riches that Columbus had failed to find.

Captain Cabot headed west into the vast Atlantic. He had only eighteen men in his crew. Several weeks passed. Then

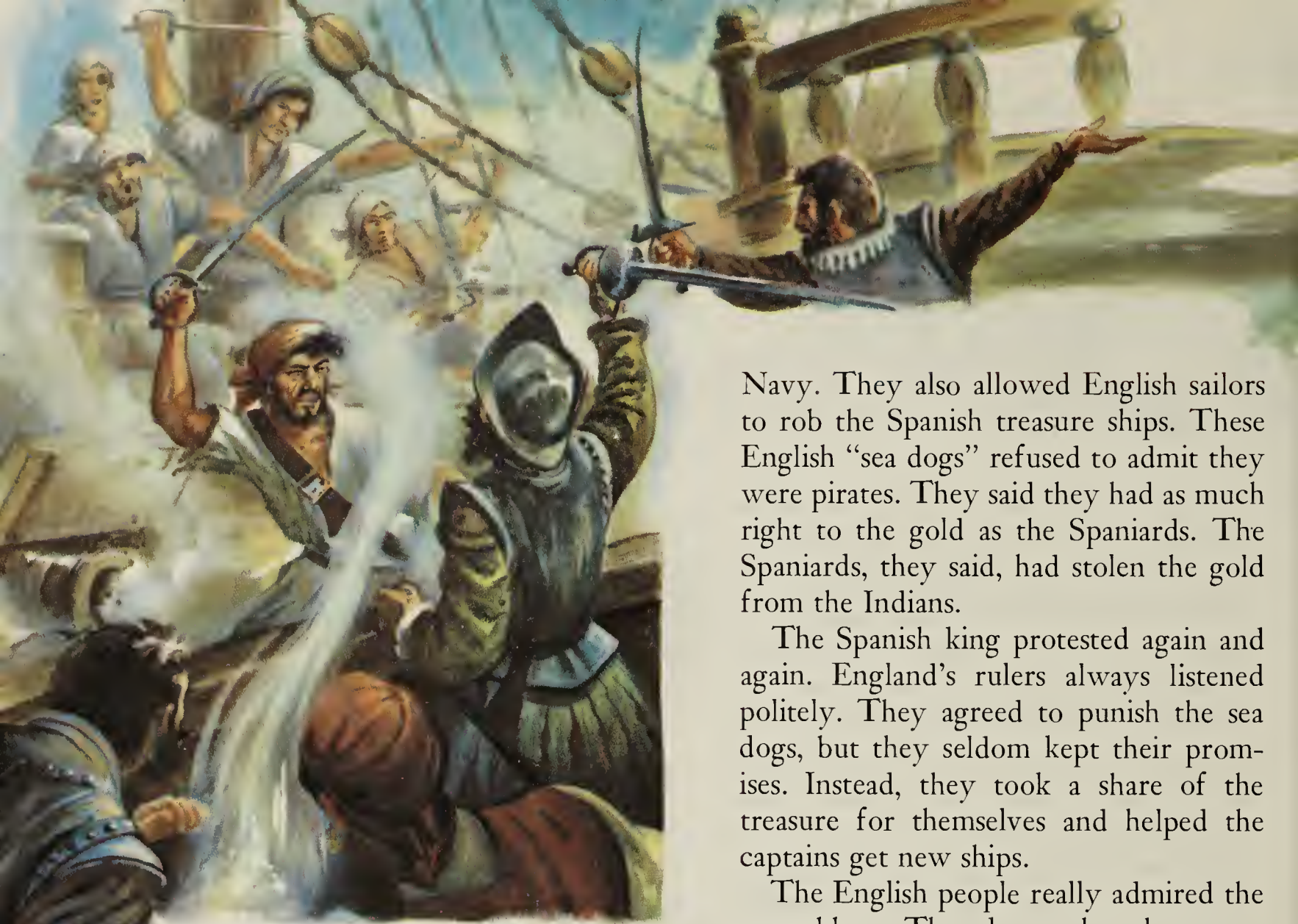


John Cabot returns from the New World.

one day a shout went up from the men on deck. "Land!" Far off in the west a thick dark line showed on the horizon.

When John Cabot reached the coast, he went ashore in a small boat and claimed the land for England. He probably had found one of the islands off the coast of what is now eastern Canada. When he returned to his ship, he explored the coast line for a short distance and then returned to England.

For a short time, Cabot was a hero. Crowds collected when he passed. The people were proud of this man who had discovered new lands for England. The next year, the king sent him back on a second voyage, but John Cabot did not discover a new route to the Spice Islands. He did not find gold. Before long, Englishmen forgot him.



English Pirates and "Sea Dogs"

Of all the men from Europe who went to the New World in search of gold, the Spaniards were the most successful.

The Spaniards succeeded beyond their wildest dreams. Shiploads of gold and silver were sent back to Spain from the mines of Mexico and Peru. Spain became the richest and most powerful nation in Europe.

Englishmen were jealous of Spain. They were also afraid of the Spaniards. What would happen if the Spaniards attacked them?

To protect themselves, the rulers of England began to strengthen the Royal

Navy. They also allowed English sailors to rob the Spanish treasure ships. These English "sea dogs" refused to admit they were pirates. They said they had as much right to the gold as the Spaniards. The Spaniards, they said, had stolen the gold from the Indians.

The Spanish king protested again and again. England's rulers always listened politely. They agreed to punish the sea dogs, but they seldom kept their promises. Instead, they took a share of the treasure for themselves and helped the captains get new ships.

The English people really admired the sea robbers. They knew that these men were working against England's most powerful enemy, Spain.

A famous English "sea dog"

One of England's most famous sea dogs was John Hawkins. For a time, he was a slave trader. He bought slaves in Africa and carried them to the Spanish colonies in the New World. There he sold the slaves to the Spanish planters who were always in need of extra workers. Hawkins knew this was a risky business, for only Spanish ships were allowed to trade with Spanish colonies.

Hawkins grew rich from this business and seemed to enjoy the danger. Many of the planters grew rich, too. The only

people who did not benefit were the slaves.

On one of his voyages, Hawkins sailed his little fleet into the harbor of Vera Cruz. When the Spanish soldiers refused to surrender, Hawkins opened fire. The English cannon balls tore through the walls of the fort. In a short time the Spaniards raised a white flag. Hawkins seized the fort and entered the town.

Without warning, a large Spanish fleet appeared at the entrance to the harbor. Its guns were pointed at the English vessels. Hawkins saw at once that he was outnumbered. He offered to leave without a fight if the Spaniards would not fire on his ships.

The Spanish admiral agreed. Slowly the powerful Spanish fleet sailed past the English ships. Suddenly there was a roar like thunder as all of the Spanish guns opened fire at once. Shots tore through the sails of Hawkins' vessels. Masts crashed into the sea. Only two ships managed to escape. One was commanded by Hawkins, the other by a young relative of his named Francis Drake.

Francis Drake sails around the world

As the years passed, Francis Drake became the most famous of all the English sea dogs. Even his friends called him the "master thief of the unknown world." The Spaniards called him "The Dragon." They offered a rich prize to the man who captured him dead or alive, but Drake seemed to bear a charmed life.

His most daring voyage began in 1577 when he sailed from England with a fleet of five swift, armed vessels. By this time he was a favorite of Queen Elizabeth. His flagship, the "Golden Hind," was beautifully furnished. His meals were served on silver plates. Musicians played for him while he ate.

When they were far out at sea, Drake told his men where they were going. They were sailing for Peru, he said. If all

Planning the capture of Spanish treasure





went well, they would capture more Spanish treasure than they had ever dreamed of in all their lives.

The fleet headed for the strait which Magellan had discovered near the southern tip of South America. Only one of Drake's ships, the "Golden Hind," sailed through the strait and reached the Pacific. The others either sank in storms or turned back to England.

Just as Drake had expected, the Spaniards were taken by surprise. They did not expect to see an enemy ship off the western coast of South America.

Drake captured one Spanish ship after another. Before long, the "Golden Hind" was loaded to the water's edge with treasure. It was time to sail for home, but that was not easy. Drake knew that he dared not return by the way he had come. Every ship in the Spanish navy would be watching for him. He decided to head north.

Following the coast of North America, Drake kept a sharp lookout for a passage through the continent. He hoped to get back into the Atlantic Ocean. Weeks passed. The weather became raw and chilly. The ship drifted for days in fogs so thick that the men could hardly see one another.

At last Drake gave up the search. He gave orders to enter a large bay where his men could clean the ship's hull and mend the ropes and sails. This was probably San Francisco Bay in what is now the state of California.

Friendly Indians came to Drake and brought him meat and other food. Before long, the "Golden Hind" was once again ready for the sea.

Drake called his men together. There was only one way to reach home, he said. They must sail around the world, as Magellan's men had done. The "Golden Hind" put to sea, and Drake steered boldly westward. He crossed the Pacific Ocean and the Indian Ocean. Then he rounded the Cape of Good Hope and headed north for England.

Every day the men grew more excited. Each sailor wanted to be the first to sight land. Then one day it came, the glad cry, "England!" A shout went up. The men crowded to the railing to get a better look. They had been gone nearly three

years. They had sailed around the world. Their ship was loaded with treasure. Best of all, they were almost home.

With flags flying, the "Golden Hind" proudly sailed into the harbor and dropped anchor. Gold and silver and jewels worth millions of dollars were stored in its hold. Elizabeth took her time to welcome Drake, but after a while she agreed to visit the ship. Its decks were covered with carpets. Drake knelt before his queen. She struck his shoulder lightly with a sword, making Drake a knight. From then on he was *Sir Francis Drake*.

Elizabeth used a part of the treasure to pay the whole of England's foreign debt. She also used part to start a trading company in foreign lands. The voyage of the "Golden Hind" helped to start England on the road to world-wide trade and riches.

English sailors meet the Spanish navy

The Spaniards were wild with anger when they learned that Queen Elizabeth had made Drake a knight. He should be hanged as a pirate, they said, not welcomed as a hero. The Spanish king decided to put an end to the pirates. He would build a great navy and invade England.

It took several years to build the warships. By 1588, the ships were ready. Thousands of soldiers marched on board. The big sails filled with wind. Slowly, the mighty fleet began to move toward England. It stretched for miles across the sea. People called it the Spanish Armada.

The English were not caught by surprise. For years they had kept spies in

every Spanish seaport. By the time the Spanish fleet reached the English Channel, every ship the English had was sailing out to meet it.

Sir Francis Drake was one of the leaders in command. There were well-armed warships of the Royal Navy. There were merchant vessels with cannon on their decks. There were even tiny fishing boats, their crews armed only with guns and pistols.

The heavy Spanish vessels sailed up the English Channel. The smaller but faster English ships darted in and out, firing as they went. The English were skillful seamen, used to the narrow waters around their islands. They were better gunners, too, and they did terrible damage. But they could not stop the Spanish fleet.

After several days of fighting, the Spanish ships anchored near the coast of





One of the greatest battles in history. The defeat of the Spanish Armada made it possible for England to rule the seas for more than 350 years.

France. The soldiers and sailors could see the white chalk cliffs of England only about twenty miles away.

Then the Spanish soldiers saw something else. It was something that filled their hearts with terror. Heading straight for the center of the Spanish fleet were several English ships. Flames roared up from their empty decks. The Spaniards gave a wild cry, "*Fire ships!*" Loaded with gunpowder, the fire ships had been sent to blow up the Spanish fleet.

Without waiting for orders, the sailors cut the anchor ropes. In wild confusion, the Spanish ships headed out to sea. As

they tried to escape, many were fired upon and sunk by the English. Others were lost in a great storm in the North Sea. A part of the fleet escaped by sailing north around Scotland and at last returned to Spain.

The year 1588 was a great date in England's history. Her victory over the Spaniards made her stronger than ever. She had the most powerful navy in the world. She was "Mistress of the Seas," and her ships could sail wherever they pleased.

After 1588, England was in a better position than ever to build and protect colonies overseas.

Englishmen Learn More about the New World

The years in which Elizabeth was Queen were interesting ones for English people of all ages. Every day brought something new and exciting.

Many people who lived near the English Channel actually watched the English sailors destroy the Spanish navy. Some of the men and boys even helped to capture Spanish sailors who reached shore on bits of floating wreckage. For weeks after the great battle, the beaches were covered with objects washed in by the tide—ropes, sails, ships' timbers, barrels and chests of tools and weapons, and many other treasures.

In the seaport towns and villages, English people were used to seeing sea dogs. They could talk to sea dogs on the street and watch their ships come in, loaded with treasure. Even the farmers who lived inland knew about the adventures of Hawkins and Drake and other famous sailors. There were no newspapers, but travelers carried the news wherever they went. All England was talking about its new heroes.

Not all of the famous Englishmen were soldiers or sailors. One of the greatest writers the world has ever known was writing plays in London. His name was William Shakespeare. His plays were full of danger and excitement, and people flocked to the theaters to see them.

There were other great men in England. Among them was Richard Hakluyt, a man who liked to study geography. He probably did more than any person of that time to get Englishmen interested in settling in the New World.

Richard Hakluyt writes about the New World

Richard Hakluyt grew up in the exciting years when Queen Elizabeth ruled England. As a boy, he could not keep his mind off the strange, distant lands that the Europeans were exploring. He never missed a chance to talk to sea captains and sailors. He read every book he could find written by explorers.

The maps interested Richard Hakluyt more than anything else. He spent hours looking at them. He copied them in his notebooks. At home, he drew his own maps of the New World.

After the battle



Strangely enough, Richard Hakluyt did not become a sailor. Instead, he went to college and learned to be a clergyman. As long as he lived, however, he was interested in geography. This man who never traveled far from his own home knew more about the world than any of the explorers he admired so much.

Hakluyt wrote books that were read all over England. In these books he told about the explorers who had traveled to the New World. He also wrote that colonies would make England rich and strong, just as they had made Spain rich and strong.

Queen Elizabeth did not agree with Richard Hakluyt. At least, she was not willing to spend money to build colonies. But one of her favorites did agree. He was Walter Raleigh.

Planning a new colony for England



Walter Raleigh tries to build a colony

Walter Raleigh was bold, handsome, and intelligent. He fought with skill and daring. When he walked into a room, ladies sighed and men looked at him with jealousy. The diamonds in his shoes sparkled. His stables were filled with horses which he rode recklessly. He owned one of the largest libraries in England, and he had read all the books in it.

Queen Elizabeth liked him, perhaps because he was so dashing. Perhaps it was because he was so intelligent. Raleigh knew he was her favorite and boldly asked for anything he wanted.

Once Elizabeth said to him, "When will you cease to be a beggar?"

"When your Gracious Majesty ceases to be so kind," Raleigh replied. As usual, he had an answer on the tip of his tongue.

Raleigh dreamed of the time when England would be a great empire with rich colonies across the seas. He waited until he thought Elizabeth was in a good humor. Then he asked her for permission to build a colony in the New World. Elizabeth gave her permission.

Raleigh hired two of the boldest sea captains he knew and sent them off to the New World to find a good location for the colony. The sea captains returned with wonderful stories about what they had seen. They had been to an island called Roanoke, off the coast of what is now North Carolina.

The soil, they said, was the best in the world. Never had they seen so many grapes, such tall trees, and so many deer.

The Indians had been “gentle, loving, and faithful.” Many times they had sent the Englishmen gifts of meat, fish, fruits, and nuts. They also sent corn, squash, and other vegetables.

The Englishmen spent a good bit of time with the Indian leaders and their families. On one visit from the Indians, one of the Indian leaders brought his wife and children. He wore a plate of copper or gold about his head. His wife wore a leather cloak, long strings of pearls in her ears, and a band of white coral around her forehead.

On another visit, the Englishmen traded “a bright tin dish” for a number of furs. The Indian who made the trade bored a hole through the tin plate and hung it around his neck. In sign language, he said he would use it as a shield.

When the two captains returned with these and other stories, Raleigh was delighted. So, too, was Queen Elizabeth. The new country was named “Virginia,” and Elizabeth made Raleigh a knight.

The following spring, Sir Walter Raleigh sent his first group of settlers to

Virginia. Months passed. When news finally came, it was bad news. The colony had failed. The settlers returned to England.

Raleigh was bitterly disappointed. Why had the colony failed? The settlers told him they had spent most of their time exploring and looking for gold and pearls. They had had trouble with the Indians and had killed the chief.

The “Lost Colony”

Raleigh sold more of his property and borrowed money from his friends. At last he was ready to send another group of settlers to Virginia. This time, however, he sent families of men, women, and children. He wanted them to build homes and plant crops as quickly as possible.

The colonists landed and used the buildings left by the first settlers. From the beginning, they had trouble with the Indians. Some were still friendly. Others hated the English.

The colonists decided to teach the unfriendly Indians a lesson. They crept up

Trading a tin plate for furs



to the Indian village in the dark of night. At the first crack of dawn they attacked, shooting every Indian they could see. All too late, they discovered they had been killing the wrong Indians, the ones who had been their friends! From then on, it was open warfare.

The desperate settlers asked their governor, John White, to return to England for more men and supplies. He sailed, leaving behind him his daughter and her new baby. The baby, Virginia Dare, was the first English child born in America.

John White reached England in 1587, a bad time to get help. The next year the English fought their great battle with the Spanish Armada. At last John White was able to get a rescue ship. He arrived, late one night, off the shores of Roanoke Island. On shore a fire was burning. His spirits rose.

In the morning, he and some of the

crew rowed to land. They fired their guns and sang to let the settlers know that help had come at last. Then they stopped to listen.

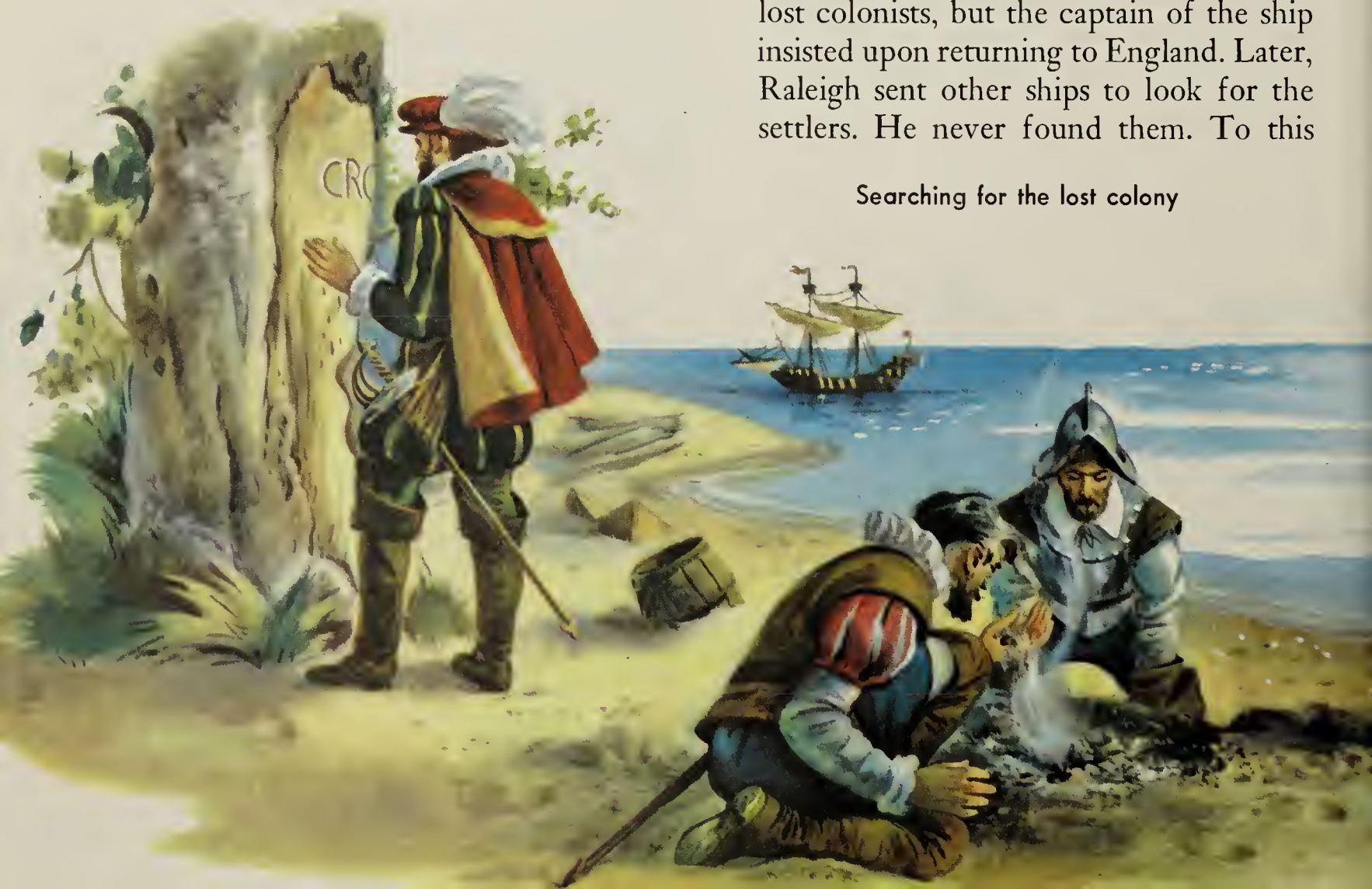
No answer greeted them. Only the cry of the sea gulls broke the silence of the forest.

On the beach they found the fresh ashes of the fire they had seen the night before. Around the dead fire were Indian footprints. The nearby fort was falling into ruins. Scattered over the ground were torn scraps of books and maps, rusted armor, and broken furniture. That was all.

Then one of the men noticed a tree from which the bark had been stripped. On the smooth trunk were carved the letters CRO. Then the word CROATOAN was found on another tree trunk. This was the name of an island held by friendly Indians.

John White wanted to search for the lost colonists, but the captain of the ship insisted upon returning to England. Later, Raleigh sent other ships to look for the settlers. He never found them. To this

Searching for the lost colony



day, we do not know what happened to the lost colony.

Raleigh's great fortune was gone. He could not afford to try again, and Queen Elizabeth refused to spend any money on colonies. This was only the beginning of his bad luck. When Queen Elizabeth died, he lost his best friend. The new ruler of England did not like him and had him thrown into prison. He was put to death several years later.

As long as he lived, Raleigh refused to give up his dream of building English colonies in America. "I will yet live to see it an English nation," he once remarked. If he had lived only a few years longer, he would have seen his dream come true.

Growing interest in America

England did not build any permanent settlements in America for more than a hundred years after the time of Columbus. During these years, however, Englishmen were becoming more interested in the lands across the sea. They listened to the stories brought back by the fishermen. They read the books of Richard Hakluyt. They cheered the adventures of the sea dogs and listened to stories about the "Lost Colony" in Virginia.

By 1600, Englishmen had learned a great deal about the New World. By this time, too, England was powerful enough to build colonies on the other side of the Atlantic Ocean.

Thinking about What You Have Learned

1. What was John Cabot seeking?
2. Drake sailed through a strait that had been discovered only about fifty years before. What strait was it? Who had discovered it?
What was Drake seeking? How did he get back to England?
3. Why do you think Queen Elizabeth did not punish Francis Drake and the other "sea dogs"?
4. How did Queen Elizabeth use the treasure brought back in the "Golden Hind"? Do you think she used it wisely? Explain why.
5. What reasons did Spain have for making war on England?
6. Describe the attack of the Spanish Armada. Why were the English able to win?

Use the map on page 117 and the picture on page 118 to help you.

7. Why was the year 1588 one of the really great dates in England's history?
8. People sometimes say that "the pen is mightier than the sword." What do you think this means?
How did Richard Hakluyt prove this to be true?
9. Why did Walter Raleigh send two sea captains to the New World? What did the captains report?
10. When Raleigh sent his first group of settlers, why did they fail to build a successful colony?
11. What story does the picture on page 122 tell about the "lost colony" on Roanoke Island?
12. Why were the years when Elizabeth was queen exciting years for English people?

8 ENGLISHMEN BUILD COLONIES

in the SOUTH

The London Company was holding its first meeting. The members were businessmen, interested in starting a colony in the New World. As they looked at the maps made by English sea captains, they tossed questions back and forth. How could they raise money to buy ships and supplies? How could they get settlers willing to go to the New World?

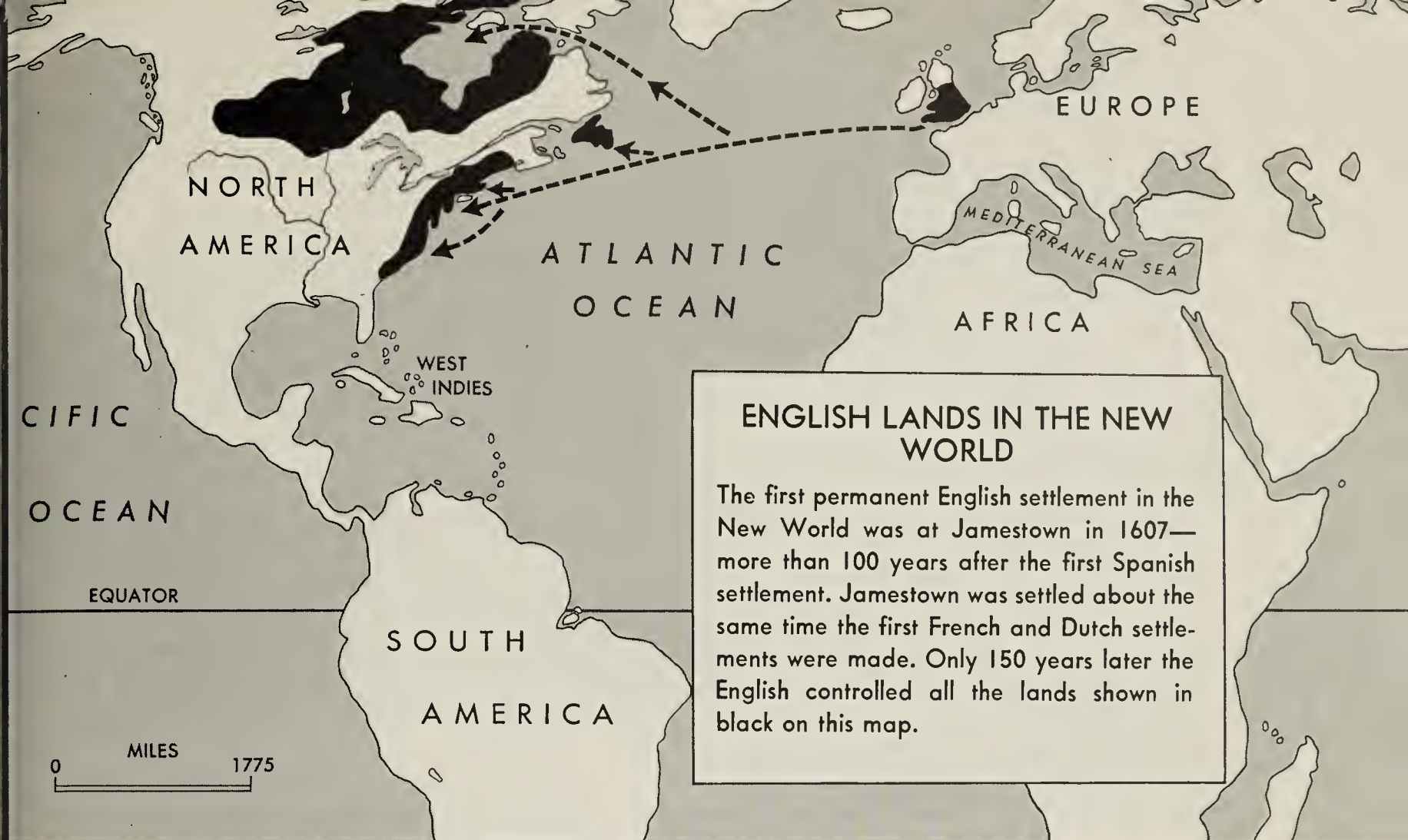
These were important questions. If the members could answer them, they would win fame for England and profit for themselves. Unfortunately, the members of the London Company had very little idea of what America was like. Some of

them knew only what they had learned from a play given in a London theater. The play was about Virginia.

"I tell thee," one of the actors said, "gold is more plentiful there than copper is with us. And for rubies and diamonds, they go forth on holidays and gather them by the sea shore to hang on their children's coats and stick in their children's caps."

Nothing could have been further from the truth, but the men of the London Company half believed the stories. When they were ready to start their colony, they ordered the settlers to search for gold.





Jamestown: First Permanent English Settlement in America

In May, 1607, three ships carrying the first settlers moved up the James River, shown on the map below. The leaders named the river "James" to please King James of England. The new settlement was called Jamestown. In this hidden place, away from the coast, the settlers hoped to be safe from Spaniards and pirates.

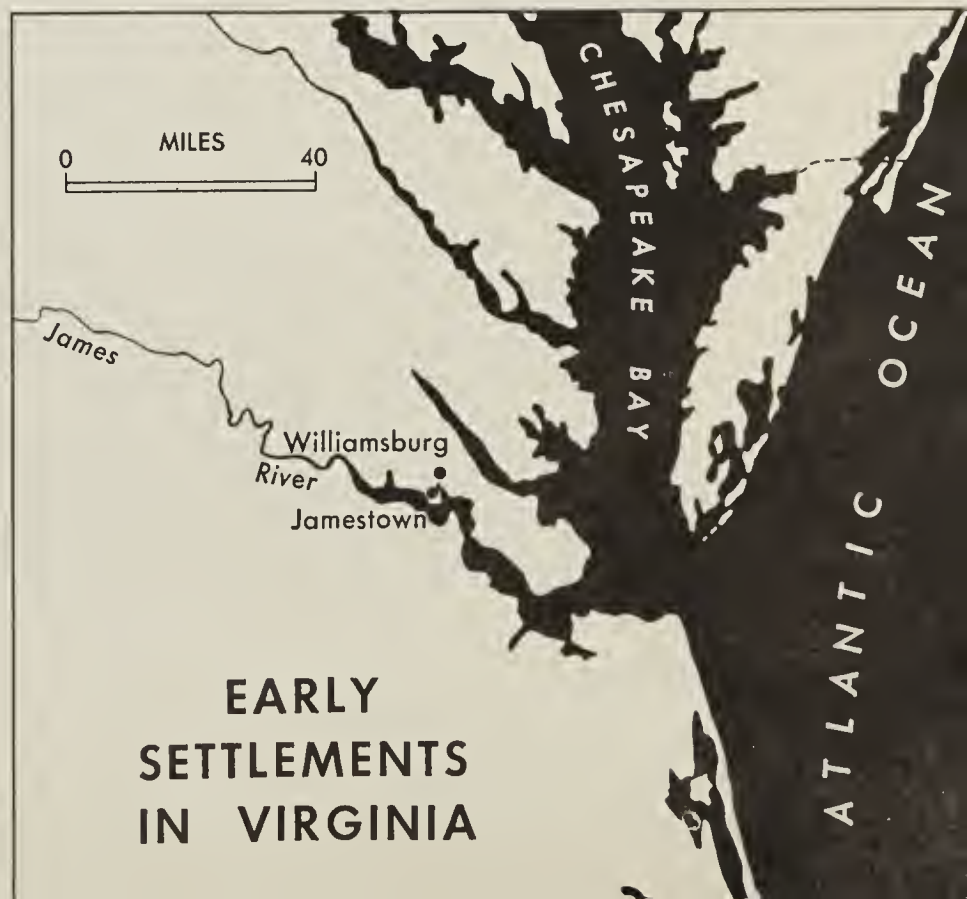
A bad start

From the beginning, the settlers were in trouble. This was partly their own fault and partly the fault of the London Company.

It would have been hard to find in all England a poorer group of men to build

a colony in the New World. Most of them had never worked with their hands. They hoped to find gold and quickly become rich.

The spot they chose for their village





The New World was no place for men who were afraid of work, or who did not know how to work.

was a tiny peninsula in the James River. This location gave them some protection from the Indians, but in all other ways it was a poor place for a settlement.

The land was low and swampy and not well suited to growing food crops. Mosquitoes by the thousands rose from the swamps and marshes. The water was bad to drink.

Instead of building good houses, the settlers threw together a few rough huts. Around the huts they built a shaky wall of logs. As you see from the picture, they were poor workmen. Instead of digging wells to get clean, fresh water, they drank from the river and swamps. As a result, many of them became sick and died.

Instead of planting gardens, they wandered through the forests. When the supplies they had brought on the ships were

gone, they had nothing to eat except oysters, fish, berries, and roots.

On top of all their other troubles, they lived in constant fear of the Indians. By the middle of the summer, nearly half of those who landed in May had died. Some had been killed by the Indians. Others had died from disease or starvation.

Not all of the Indians were unfriendly. Sometimes the settlers visited a nearby village to get corn and meat. Around the Indians' houses were gardens filled with corn, pumpkins, squash, beans, and other vegetables. Now and then Indian hunters returned from trips up the river with their canoes loaded with deer and other game.

The Jamestown settlers could have learned a great deal from their Indian neighbors. But they were more interested

in getting rich quickly than in learning how to live in the New World. Even the more friendly Indians soon grew tired of feeding the foolish Englishmen.

Part of the trouble was poor leadership. The London Company had put a committee of seven men in charge of the colony. These were known as the "Council of Seven." They were always quarreling. To make matters worse, none of the settlers had anything to say about how the colony was run.

As a matter of fact, the settlers did not really care what happened to the colony. They could not own any land, for it all belonged to the Company. The Company owned everything—ships, tools, clothing, food, and houses. No one wanted to work hard. Everyone was willing to let the other fellow do the work.

John Smith saves Jamestown

John Smith was one of the first persons to realize what was wrong with the colony. He realized that the wealth of Virginia was not in gold but in the soil.

"There is nothing to be gained here except by hard work," he wrote in a letter to the London Company. Then he asked the Company to send men who knew how to work with their hands. He asked for carpenters, farmers, blacksmiths, tailors, and cooks.

By this time, Smith was president of the Council of Seven. He made a rule that those who did not work could not eat. Under his direction, the settlers dug wells, strengthened the fort, cleared the land, and planted seeds. While they were busy at these tasks, he visited the Indian

villages. Several times he returned with a boatload of food.

On one of these trips, he was attacked by a party of Indians. His companions were killed, and he was taken to the Indian village. There the Indians placed his head on a stone and prepared to beat out his brains.

The story goes that a young Indian girl darted out from the circle around Smith and threw herself upon him. She was Pocahontas, daughter of the chief. So John Smith's life was saved, and he returned to Jamestown.

That, at least, is the way he told the story to his friends in England. As for Pocahontas, she later married John Rolfe, one of Smith's friends, and went to live in England.

Thanks to John Smith, who really knew what America was like, the men of the London Company began to learn some lessons. They gave up the hopeless search for gold. They gave up the search for a passage through America to the Spice Islands. Each settler was given fifty or more acres of land to have as his own. Women and entire families were sent to Jamestown in an effort to build a real home life in the colony.

Perhaps the most important thing the Company did was to give the settlers a share in their own government. Within a few years, a number of little settlements had been built along the James and other rivers. Each of these settlements elected two representatives to go to Jamestown. There they met with the governor and helped make laws. In this way, representative government started in America.

Wealth from the soil

It was the leaves of the tobacco plants that first brought wealth to Virginia. Long before Europeans discovered the New World, the Indians grew and smoked tobacco. Columbus told the Spaniards about it. Before long, the habit spread to many countries in Europe, including England.

King James tried to stop Englishmen from smoking. He said it was "hateful, harmful to the brain, and dangerous to the lungs." In spite of King James, Englishmen kept on smoking. However, they preferred tobacco from the Spanish colonies in the West Indies to that grown in Virginia.

John Rolfe of Jamestown bought some tobacco seeds from the West Indies. He

planted them in Virginia and sold his tobacco in England. Within a few years, all the Jamestown settlers were growing tobacco to supply the demand in England. Even the streets were green with the crop.

Some of the planters began to make small fortunes. When other Englishmen heard about this, they began to move to Virginia.

Jamestown, itself, remained a small village. It had no advantages to offer men who wanted land and more land on which to grow tobacco. After a hundred years or so, Jamestown was deserted. The settlement grew up in woods and marsh grass.

Modern scientists have uncovered the foundations of the houses of the early settlers. Some of their farm tools and other articles have been found. Because of these discoveries, we have learned much about the way people lived in the first permanent English settlement in America.

Tobacco—The New World offers something "new" to the Old World.





1. Why did the first settlers at Jamestown have so much trouble? How could they have avoided much of this trouble?

2. What did John Smith do to save Jamestown? What lessons did the men of the London Company finally learn?

3. Jamestown is famous as the first *permanent* English settlement in the New World. When was it built?

About how long had the Spaniards been in the New World? If you need to, read again the sentences in the "box" on the large map on page 125.

Life in the Tobacco Country

The early tobacco planters in Virginia built their farms on the banks of the James and other large rivers you see on the map at the bottom of page 125. Settlers who came later took up land along the branches of these rivers. The land between the rivers was settled last of all.

The rivers were like roadways to these planters. Chesapeake Bay was like a broad highway leading to the Atlantic Ocean. Ships could sail from seaports in Europe to every farm that faced a river bank. Most of the planters owned their own small boats. Because it was so easy to travel by water, the early settlers did not bother to build many roads. There were only a few wheeled carts in all Virginia.

Who were the settlers?

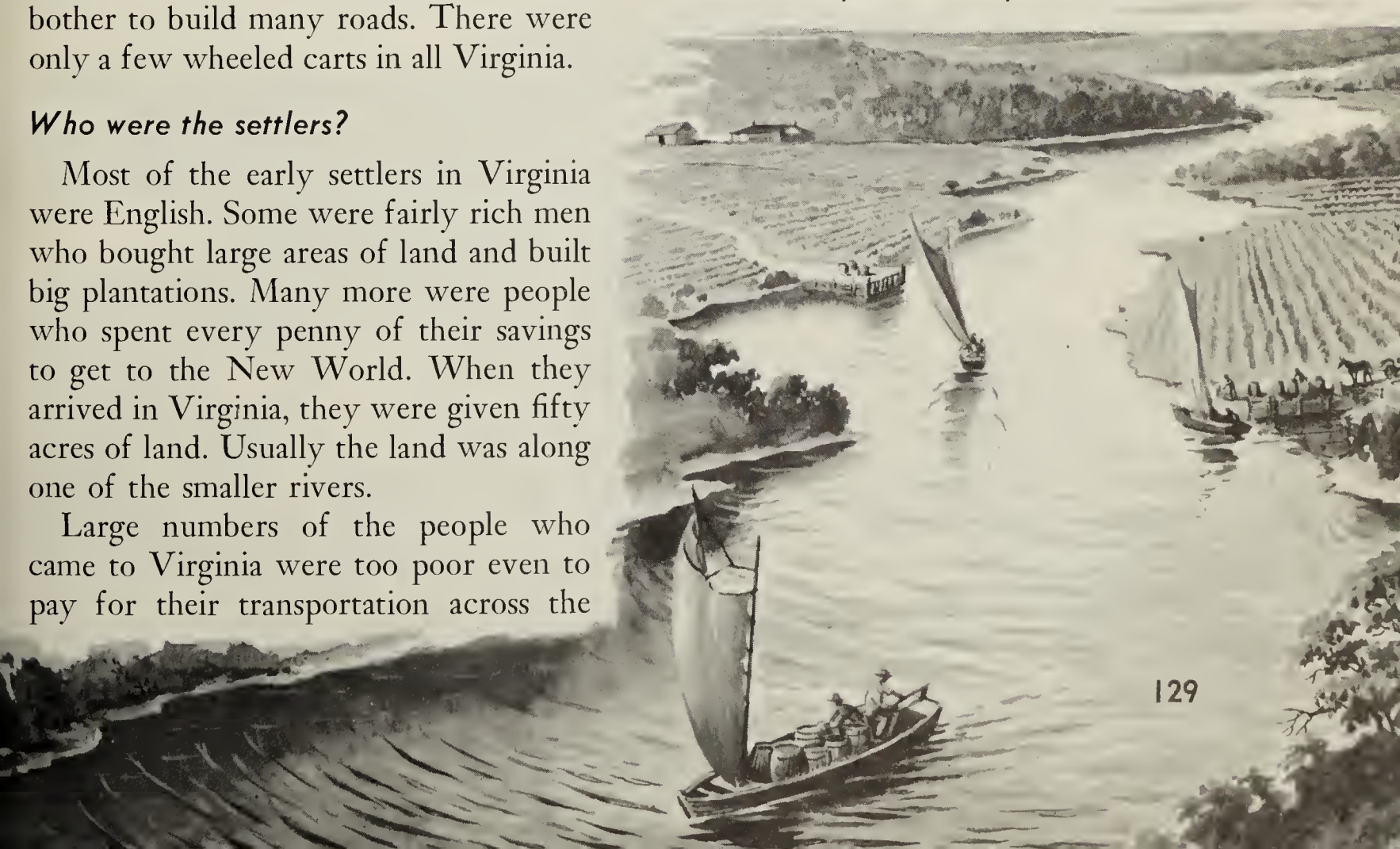
Most of the early settlers in Virginia were English. Some were fairly rich men who bought large areas of land and built big plantations. Many more were people who spent every penny of their savings to get to the New World. When they arrived in Virginia, they were given fifty acres of land. Usually the land was along one of the smaller rivers.

Large numbers of the people who came to Virginia were too poor even to pay for their transportation across the

Atlantic. They were brought to the New World as servants. Many servants were needed to work on the plantations.

A shipload of African slaves was brought to Jamestown by a Dutch trader in 1619. As the years passed, other slaves were bought by wealthy planters. For nearly a hundred years, however, most of the work on the Virginia plantations was done by servants from Europe. Later, Negro slaves were brought to the tobacco country in large numbers.

The first settlements in Virginia were along the banks of many river highways to the sea.



How the wealthy planters lived

Only a few of the Virginians owned great plantations like the one shown in the picture. The ship tied to the planter's private wharf came from England. It brought clothing, furniture, books, tools, horses, and oxen to the plantation. Even the bricks and glass used in building the planter's house were carried across the Atlantic.

When the ship returned to England, it carried the barrels of tobacco which the men are loading on board. This tobacco was the planter's "cash crop." It paid for the things he bought in Europe.

An Old World home in a New World setting

Back of the big house of the planter were the homes of the workers. Some of them were field hands. Some were household servants. Others were skilled workmen. There were coopers who built the barrels in which the tobacco was packed. There were blacksmiths, harness makers, carpenters, tailors, shoe makers, and butchers.

Forests once had covered all the land. The plantation workers were kept busy chopping down trees and planting new fields. The newly-cleared land was planted to tobacco for three or four years. After that, it was planted to corn or vegetables until the soil wore out.

This was a wasteful method of farming, but in the early days there was always plenty of land. No one worried



much about the worn-out soil or abandoned fields.

Some of the wealthy planters spent their winters in "town houses" that they owned in Williamsburg. After Jamestown was deserted, Williamsburg became the capital of Virginia. In many ways, it looked like an English town.

The Governor of Virginia lived in a beautiful mansion that was called the Governor's Palace. During the winter, he and the planters entertained one another at great dinners and dances. Nowhere in all Virginia was there so much gay social life.

Life in Williamsburg was not all play. Here the Governor met with the representatives of the people to make laws for the colony. The representatives came from all parts of Virginia.

How most of the people lived

To most of the settlers in Virginia, Williamsburg seemed as far away as London. They had neither the time nor the money to visit the capital.

When they first arrived, the farmers lived in rough huts. As soon as possible, however, they built small cabins. The farmer and his family did all the work



The Governor entertains.

themselves. In addition to tobacco, they raised their own food and made their own clothing. If things went well, the farmer bought more land and had servants to help him.

Most of the farmers came to the New World as "indentured servants." "Indenture" meant a promise in writing. Because they had no money, the indentured servants promised to work for four or five years without pay. Rich planters paid for their passage to America. In this way, the planters got laborers to work on their land.

At the end of their service, the servants were given their freedom. It was a hard way to start a new life, but thousands of brave men and women in the Old World were willing to do it in order to get to America.





Kidnaping boys and girls to work in the New World

The indentured servants we have been talking about came to the New World of their own free will. Others were kidnaped. Even young boys and girls sometimes fell into the hands of the kidnapers.

Picture a boy walking home along a dark, narrow street in London. Without warning, a figure leaps upon him and claps a hand over his mouth. The boy is bound hand and foot. A heavy bag is tied over his head. Then he is picked up and carried like a sack of potatoes to the river front.

The boy is dumped into the bottom of a small boat and rowed out to a sailing ship at anchor in the river. He is lifted on board and shoved through an opening

Kidnaped!

in the deck. With a thud, he drops into the hold below.

The next two months are like a nightmare. The hold is dirty and crowded. There is not enough room to stand up straight. Many of the people die. Once a day the prisoners are taken on deck for fresh air. At last the long, sad trip comes to an end.

One day all those who are still alive are scrubbed clean. They are given a good meal and taken up on deck. Alongside is a wharf. Well-dressed gentlemen come and go. One of them approaches the boy, feels his muscles and looks at his teeth.

“How much?” he asks the captain.

“Thirty pounds,” the captain replies. “He is a strong boy and will work hard.”

The gentleman counts out the money and hands it to the captain. Then he leads the boy away to his new home.

The next five years pass quickly. The boy becomes interested in the work he is doing. He is treated well by his master and grows into a strong, healthy young man.

At last the great day arrives. He is free! His master gives him a new suit of clothes, a pair of shoes, an ax and other farm tools, seeds, and several acres of land. It is his own land. He looks at it with pride. He touches the tree trunks and lets the soil run through his fingers.

Free!

As a free man, he begins life again in the New World. Before long, he builds his first cabin. He buys more land. The years go by. He marries and builds a better home for his family.

Like many of his neighbors, he has lived through cruel, sad days. But as he looks around him, he knows he is better off than he could ever have been in Europe.

The Tobacco Country was born in suffering and hardship. It was built by hard work, just as John Smith once had said it would be. So, too, was the rest of America.



Maryland, the Carolinas, and Georgia

Maryland: Home of religious freedom

Maryland was started by Lord Baltimore, a wealthy English nobleman. He was a good friend of the King of England. When he asked the King for land, he was given a large area north of Virginia.

The King gave the land with one condition. Each year, Lord Baltimore must send him two arrow heads. This was the King's way of saying, "This land does not really belong to you. It is mine. I am renting it to you for two arrow heads. If you do not make good use of it, I can take it back."

Lord Baltimore died before he could start the colony. But his son, the second Lord Baltimore, carried on the work of his father.



The first settlers landed at St. Marys near the mouth of the Potomac River in 1634. The first thing they did was to buy the land from the Indians. In return, the Indians offered to teach the settlers how to plant corn and other crops. Because they treated the Indians well, the people of Maryland got a good start. They also had the advantage of getting food and cattle from the people in Virginia.

One of the great things Lord Baltimore did was to allow both Catholics and Protestants to settle in his colony. He was a Catholic. He believed that people who worshiped in different ways could live together as friends.

The famous law of 1649, called the Toleration Act, promised freedom of worship in Maryland. Because of Lord Baltimore and other men who believed as he did, America was settled by people of

many different nations, races, and religious beliefs.

The Carolinas

Like Maryland, the Carolinas were started by English noblemen. In 1663, King Charles II gave eight of his friends a huge area of land south of Virginia. They called their colony "Carolina."

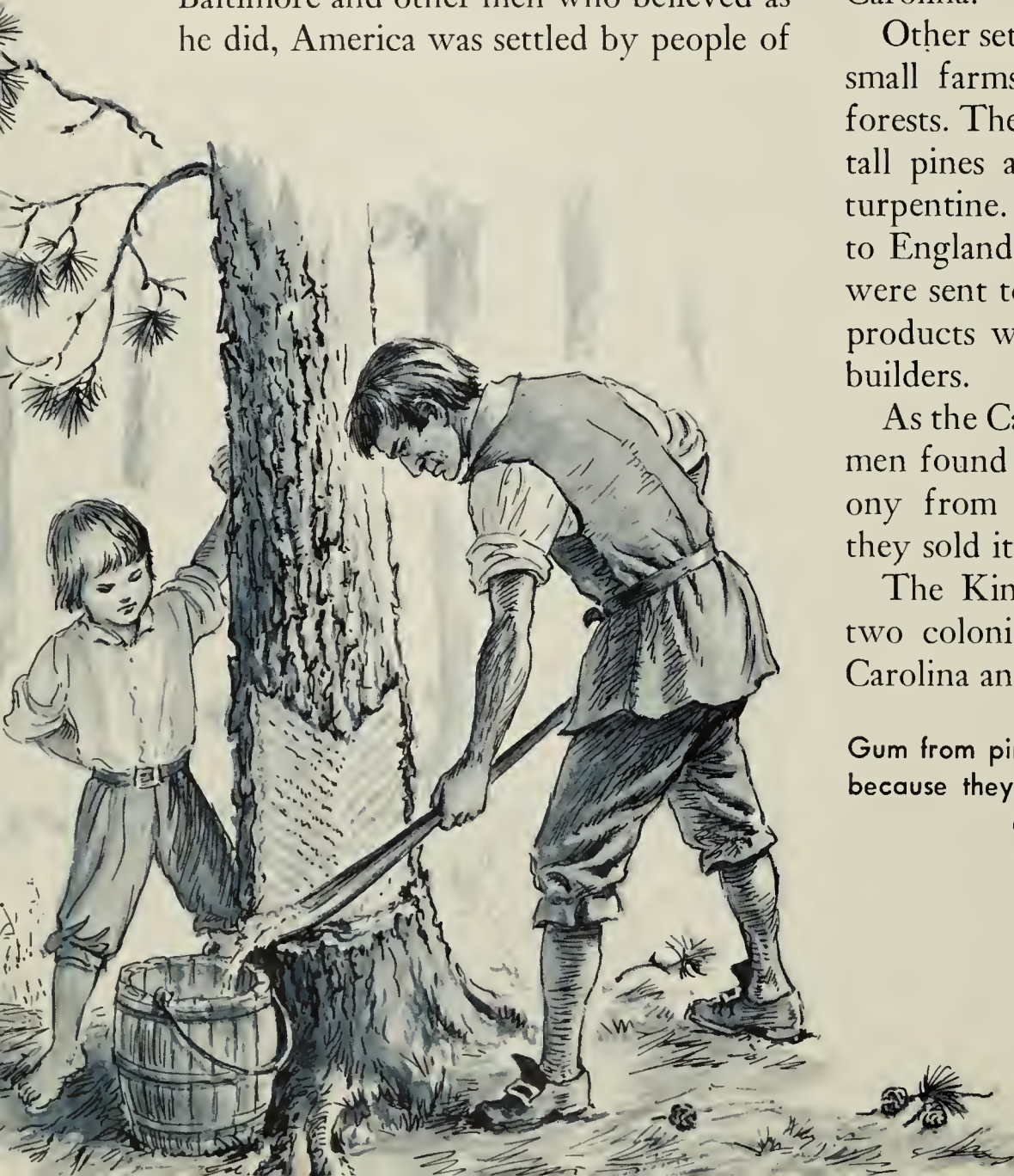
Many of the wealthy settlers started large rice plantations on the swampy lands along the coast. Negro slaves were brought from Africa and the West Indies to do the heavy work. They dug ditches, built dikes, cut down trees, and planted the crops. Rice plantations and slavery grew and spread together up and down the southern coast. The leading seaport was Charleston in what is now South Carolina.

Other settlers moved inland and started small farms or made a living from the forests. They "chipped" the trunks of the tall pines and boiled the gum to make turpentine. This was shipped in barrels to England. Tar, pitch, and lumber also were sent to England. All of these forest products were in great demand by ship builders.

As the Carolinas grew, the eight noblemen found it harder to govern their colony from across the Atlantic. Finally, they sold it back to the King.

The King divided the Carolinas into two colonies. They were called North Carolina and South Carolina.

Gum from pine trees was valuable to Europeans because they knew how to make turpentine and other products from it.



James Oglethorpe starts Georgia

Many years later, in 1733, General James Oglethorpe started the colony of Georgia. Oglethorpe and his friends wanted to build forts to protect the other English colonies from the Spanish in Florida. They also wanted to build a colony where poor people in England could get a new start in life.

In those days, people were thrown into prison if they could not pay their debts. Many of them stayed for years, because they could not earn any money while they were in prison.

General Oglethorpe often visited the prisons. He knew that many of these people were poor but honest. He believed

they could become good settlers, if only they were given the chance. With the king's permission, he helped several thousand poor people come to America.

As the years passed, settlers poured into Georgia. Savannah became a prosperous seaport. Farms and farming villages spread inland.

By 1733, England owned five southern colonies along the coast of North America. They were Maryland, Virginia, North and South Carolina, and Georgia. The products of these colonies helped to make England a richer nation. Many of the people who settled these colonies found a better way of life than they had known in the Old World.

Thinking about What You Have Learned

1. What plant brought wealth to the settlers in Virginia? Was this plant first grown and used in the Old World or the New World?

2. Explain how tobacco was like money to the Virginia planters. From whom did they buy the things they needed?

3. The early settlers in Virginia did not bother to build many roads. Why were so few roads needed?

4. Use the picture on page 129 to explain why the rivers were like highways to the early planters.

5. What once covered all the land shown in the picture on pages 130 and 131? When more land was needed, what did the plantation workers do?

6. What crop was planted on the newly cleared land? What happened to the land after that?

Explain why this was a wasteful method

of farming. Give a reason why no one worried much about the worn-out soil in the early days.

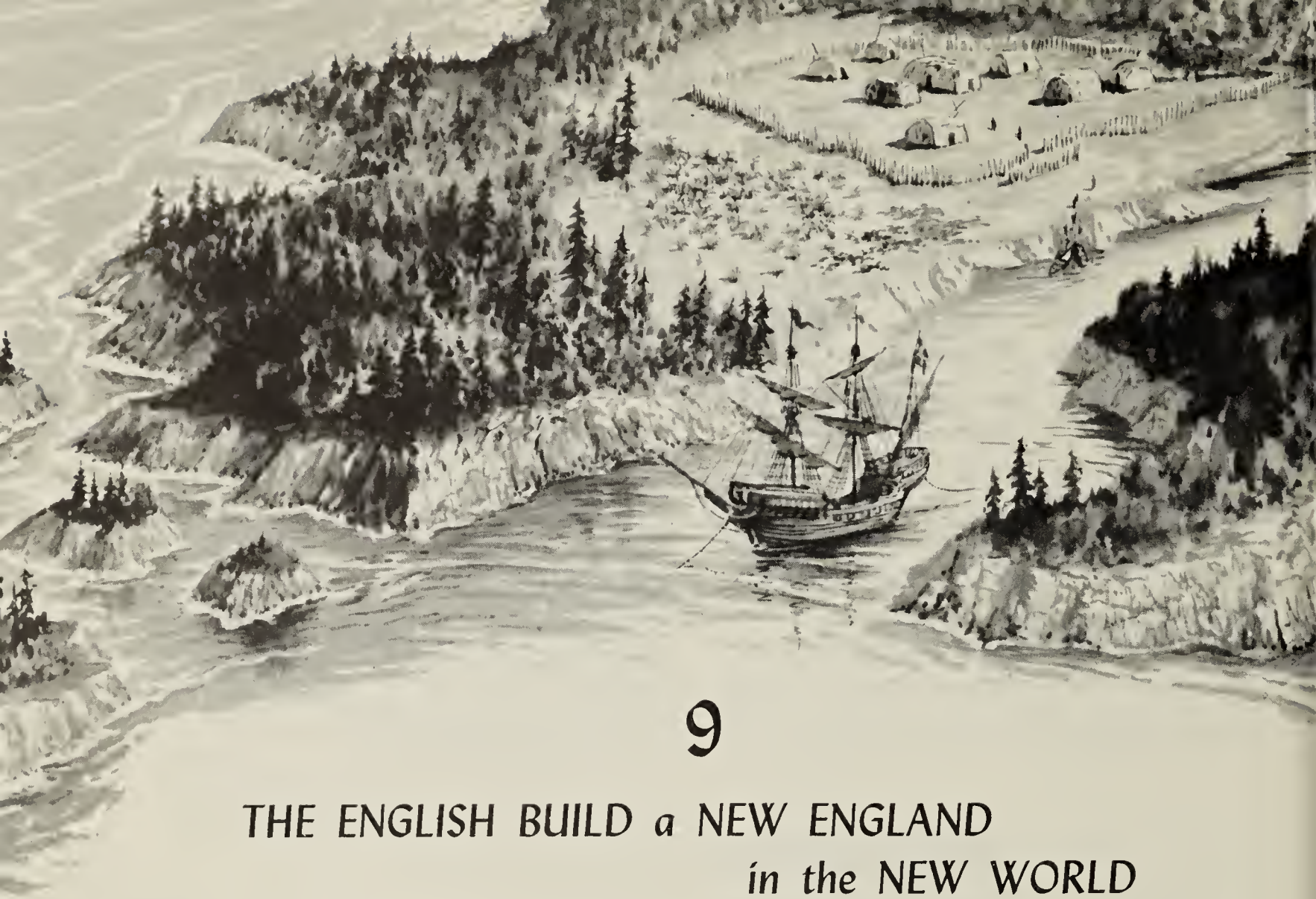
7. Imagine you are a member of the crew of the ship in the picture on pages 130 and 131. From what country did your ship sail? What sort of cargo did it bring? What will it carry back?

When the captain gives the order to sail, what kind of work will you probably have to do?

8. The following ideas about America were believed by many Europeans: *All Indians are dangerous. Everyone who goes to the New World gets rich. The weather is always pleasant.*

Decide which part of each statement is false. Then make a true sentence.

9. What reasons can you give to show that Lord Baltimore and James Oglethorpe were really great men?



9

THE ENGLISH BUILD a NEW ENGLAND in the NEW WORLD

The settlement of New England began in 1620 with a little band of people whom we call "the Pilgrims." The Pilgrims were not the first Englishmen to learn about this part of the New World. Years before they arrived, fishermen and traders were busy along the New England coast.

In 1602, one of these Englishmen, Captain Gosnold, explored a large peninsula that reached far out to sea. It looked like a giant fishhook. Because the surrounding waters were alive with codfish, Gosnold called the peninsula "Cape Cod."

During the next few years other ships sailed in and out of the harbors along the coast. The sailors fished, traded with the

Indians, and dug up the roots of sassafras trees. At that time, sassafras roots were very valuable. They were ground into small bits and used for tea and medicine.

Captain John Smith visited the coast near Cape Cod only six years before the Pilgrims came. Jamestown, which he had helped to start, was still a young colony. Smith was looking for gold and copper. When he did not find any, he put his men to work fishing. In less than a month, they caught and dried 60,000 fish.

Captain Smith explored the coast from Cape Cod to what is now Maine. He sailed in and out of little bays like the one shown in the picture. He saw more



Captain Smith of Virginia finds beauty and riches in New England.

than two hundred wooded islands and at least forty Indian villages. Around the villages were fields of growing corn. The people were eager to trade furs for the articles Smith had brought with him. In a few weeks, he collected more than a thousand beaver skins.

Captain Smith was so delighted with the country that he called it "New England." The climate was cooler than that of Virginia. Forests covered the rolling hills. Along the rivers and around the harbors were fields cleared by the Indians. "I would rather live here than anywhere," Smith said.

When the summer came to an end, he returned to England with a valuable cargo of fish, fish oil, and furs. He also took with him a map that he had made of New England. On the map he showed rivers, harbors, and some of the Indian villages. One village that he liked very much he called "Plymouth."

The Pilgrims Settle at Plymouth

We must go back to England for the beginning of the Pilgrim story. It began in the little village of Scrooby.

The people who lived in Scrooby did not at first call themselves "Pilgrims." A pilgrim is a traveler, and most of these people had never traveled far from their homes. They never dreamed they would some day journey to the New World.

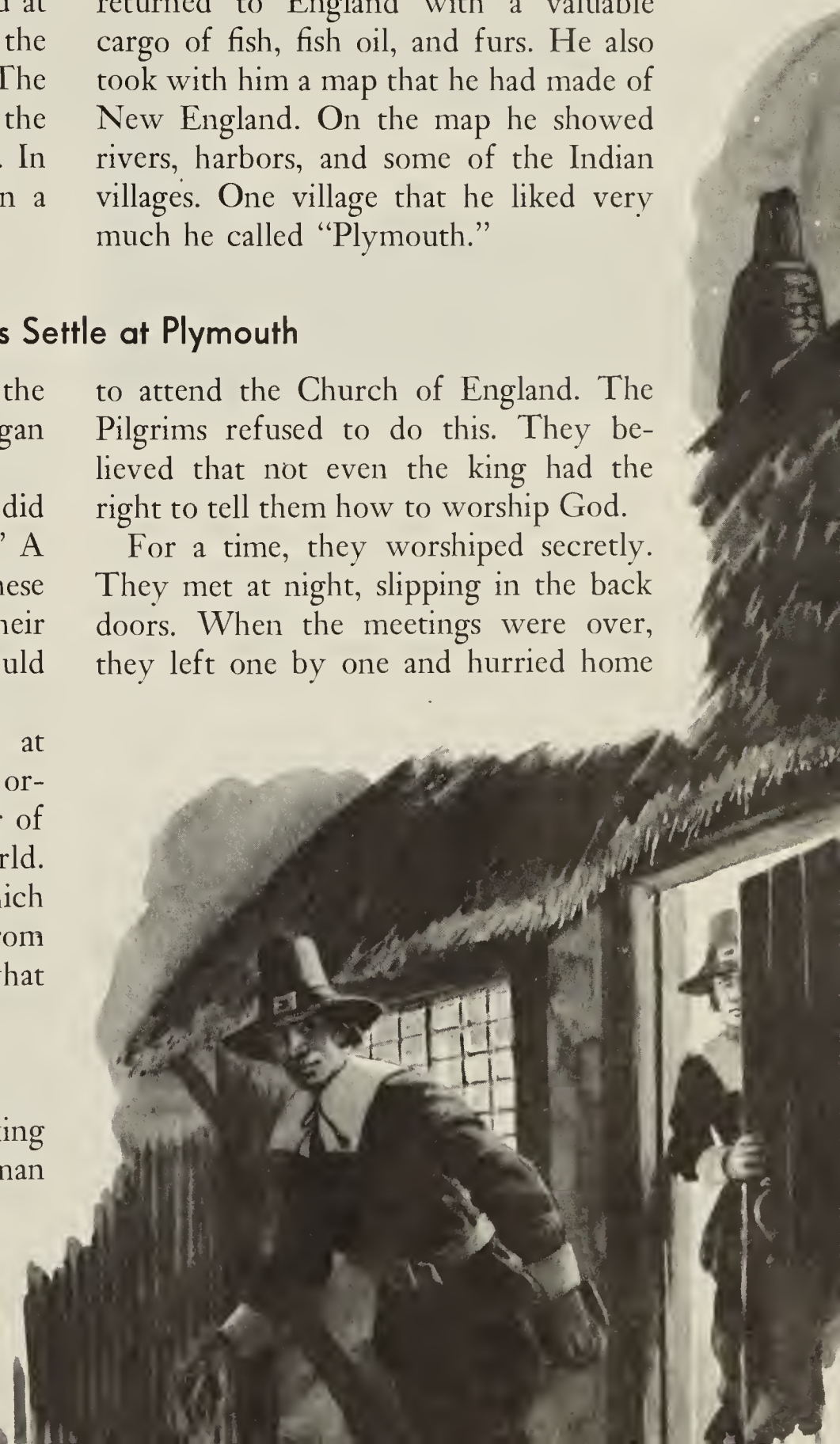
One of the youngest "Pilgrims" at Scrooby was William Bradford, an orphan boy. He grew up to be a leader of the Pilgrim colony in the New World. William Bradford wrote a book which he called *Of Plimouth Plantation*. From this book, we have learned most of what we know about the Pilgrims.

God or the king?

Their troubles began when the king signed a law forcing every Englishman

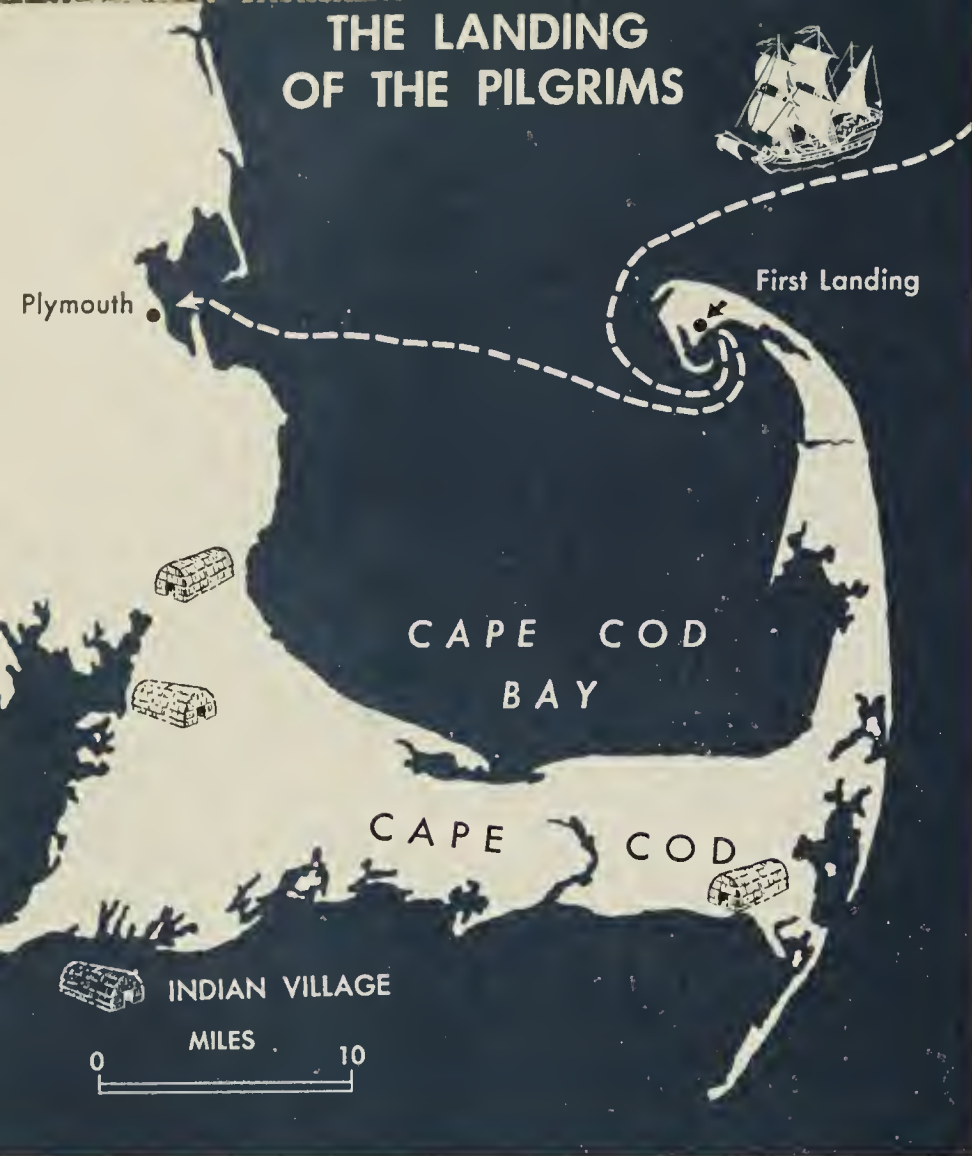
to attend the Church of England. The Pilgrims refused to do this. They believed that not even the king had the right to tell them how to worship God.

For a time, they worshiped secretly. They met at night, slipping in the back doors. When the meetings were over, they left one by one and hurried home



Men who worshiped secretly, by night

THE LANDING OF THE PILGRIMS



through the shadows. Yet in spite of all their efforts, some were caught and thrown into prison. At last they decided to leave England and go to Holland where there was “freedom of religion for all men.”

The long journey

Sadly, the Pilgrims sold almost everything they owned and fled to Holland. The Dutch people were good to them, but many of the Pilgrims found it hard to make a living in this foreign land. It worried them to see their children becoming more like Dutchmen every day. After twelve years in Holland, they decided to move again, this time to America.

A company of English businessmen raised the money to send the little group

of settlers to the New World. In return, the Pilgrims promised to work for the company for seven years.

They crowded on the “Mayflower” which sailed out of Plymouth, England, late in the year 1620. On board were 102 men, women, and children, besides the crew. Of this number, about forty were from the group that had gone to Holland. The others came from different parts of England. All sailed with hope in their hearts for a better life in the New World.

The “Mayflower” was tossed by terrible storms. Once, a main beam of the ship split with a loud crack like a cannon shot. The passengers were terrified. Even the captain was anxious. Finally, the beam was forced back into place by a great iron screw brought from Holland.

During the voyage, which lasted more than two months, a new name was added to the passenger list. This was “Oceanus Hopkins,” born at sea.

The sun was rising on the morning of November 10 when the lookout shouted, “Land, ahoy!” Passengers and crew crowded on deck. Their first glimpse of the New World was the long, sandy peninsula of Cape Cod.

The next day, the “Mayflower” dropped anchor in a harbor near the tip of Cape Cod. The Pilgrims met together and promised one another to obey the laws they would make for their new colony. They put this promise in writing and signed their names to it. This agreement is known as “The Mayflower Compact.”

A group of the men then went ashore in a small boat to look for wood and



The Pilgrims' first Monday on Cape Cod—
"washday"

water. Armed with muskets, they kept a sharp lookout for Indians but saw none.

The next day, being Sunday, was spent on board in prayer and thanksgiving. Then early Monday morning, the women went ashore to do their family washing. The children raced up and down the beach, while armed guards stood watch.

The first winter

The "Mayflower" remained the home of the Pilgrims for many weeks. Day after day, the men explored the coast, looking for a place to build the new settlement. Once they were attacked by Indians. There was a shower of arrows, but no one was killed, or even hurt.

At last, the Pilgrim leaders chose Plymouth. It had a good harbor, brooks of clear water, and fields cleared by the Indians.

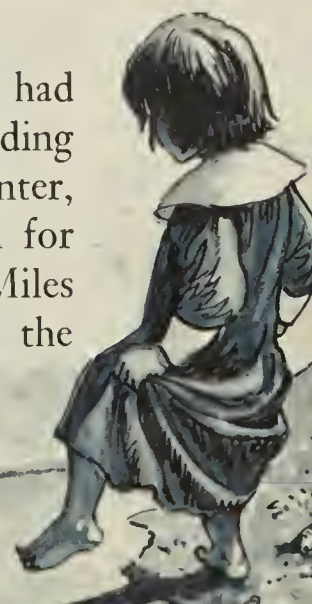
On Christmas morning, the men began work on a "Common House," the first building in Plymouth. As the days passed,

many of them fell sick and died in the bitter winter weather. Before the Common House was finished, it was turned into a hospital.

At one time, only seven of the Pilgrim company were well enough to stand on their feet. These few did all the work. They cut firewood, cooked the food, washed clothes, made the beds, and nursed the sick. Finally, only half of those who came on the "Mayflower" were still alive. People of less courage and faith would have given up and returned to England. But the Pilgrims refused to give up.

Peace with the Indians

Several times, an Indian or two had been seen in the woods surrounding Plymouth. Toward the end of winter, the Pilgrims held a meeting to plan for their defense. They voted to make Miles Standish the "Captain-General" of the



colony. He was a well-trained soldier, very brave, with a peppery temper.

One morning a few days later, a lone Indian walked out of the forest. The Pilgrims waited with guns in their hands. The Indian walked boldly toward them.

"Welcome!" he said in English.

His name was Samoset, he said. He lived on an island farther north where sailors sometimes stopped. He had learned from them how to speak English. Samoset then told the Pilgrims that the chief of one of the nearby tribes was Massasoit.

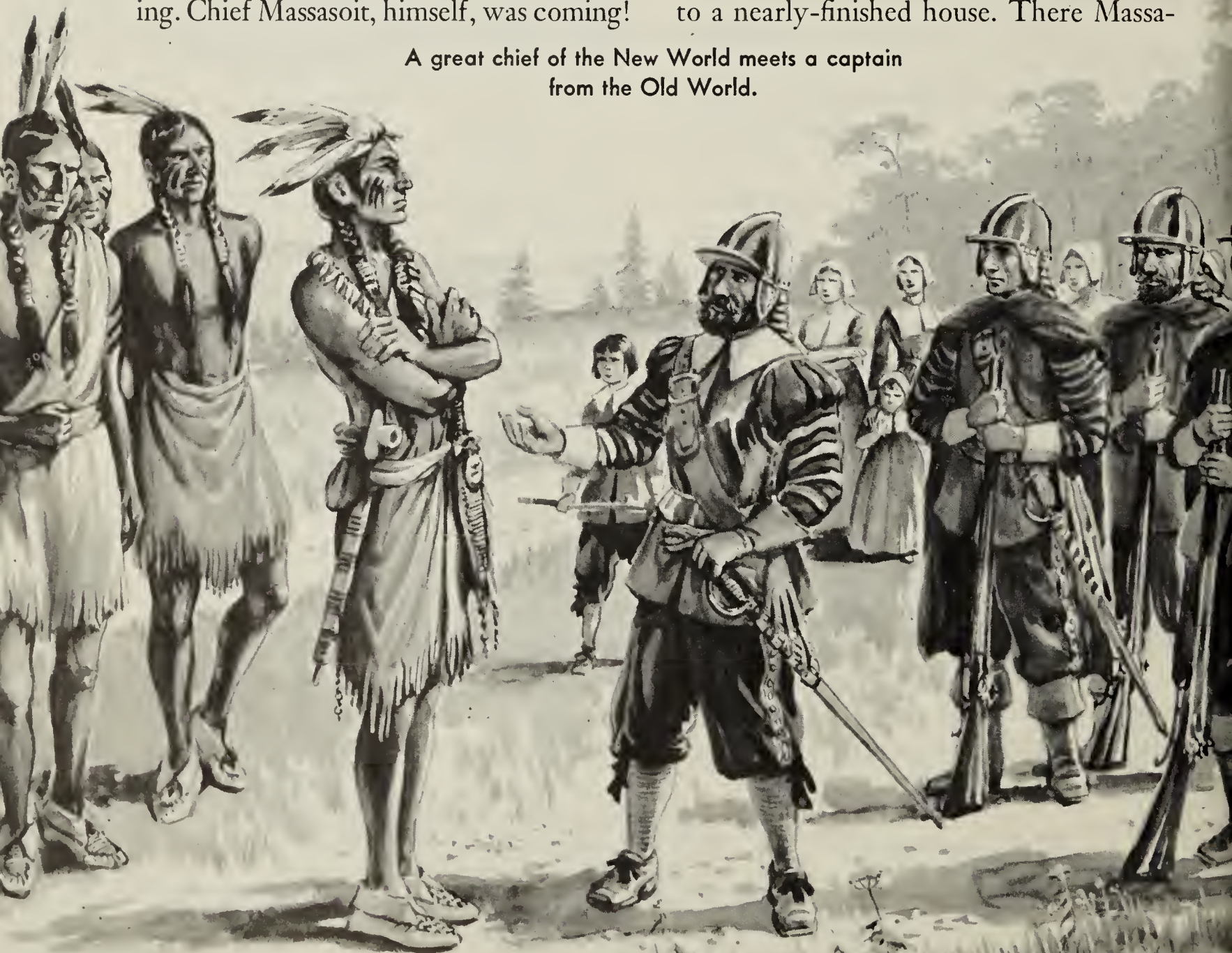
A short time later, Samoset appeared again with a friend named Squanto. His friend, said Samoset, had been in England. This was amazing news, but Samoset brought news that was even more exciting. Chief Massasoit, himself, was coming!

Massasoit soon appeared with sixty painted warriors. The Indians stopped a short distance outside Plymouth. While the Pilgrims waited anxiously, one of their young men went out to talk with the visitors. Squanto went with him to act as interpreter.

Massasoit was pleased with the young man's speech. He agreed to go unarmed and talk with the Pilgrim leaders. With twenty of his warriors, he approached the village.

Massasoit was a big man, very tall, and strongly built. He was met by Captain Standish, who was unusually short. But Captain Standish led his little guard of soldiers without a sign of fear. They saluted Massasoit and marched with him to a nearly-finished house. There Massa-

A great chief of the New World meets a captain from the Old World.



soit and the Pilgrim leaders sat and talked. Squanto and Samoset were their interpreters.

Massasoit needed the help of the Pilgrims. He feared enemy Indians who lived to the west. Let us help each other, he said.

The Pilgrims quickly agreed. They and Massasoit promised never to harm each other, but to live as friends. Whenever the Indians or the Pilgrims were in trouble, they would help one another.

Massasoit lived for forty years after this Peace Treaty was made. In all those years, his people and the Pilgrims kept their promise.

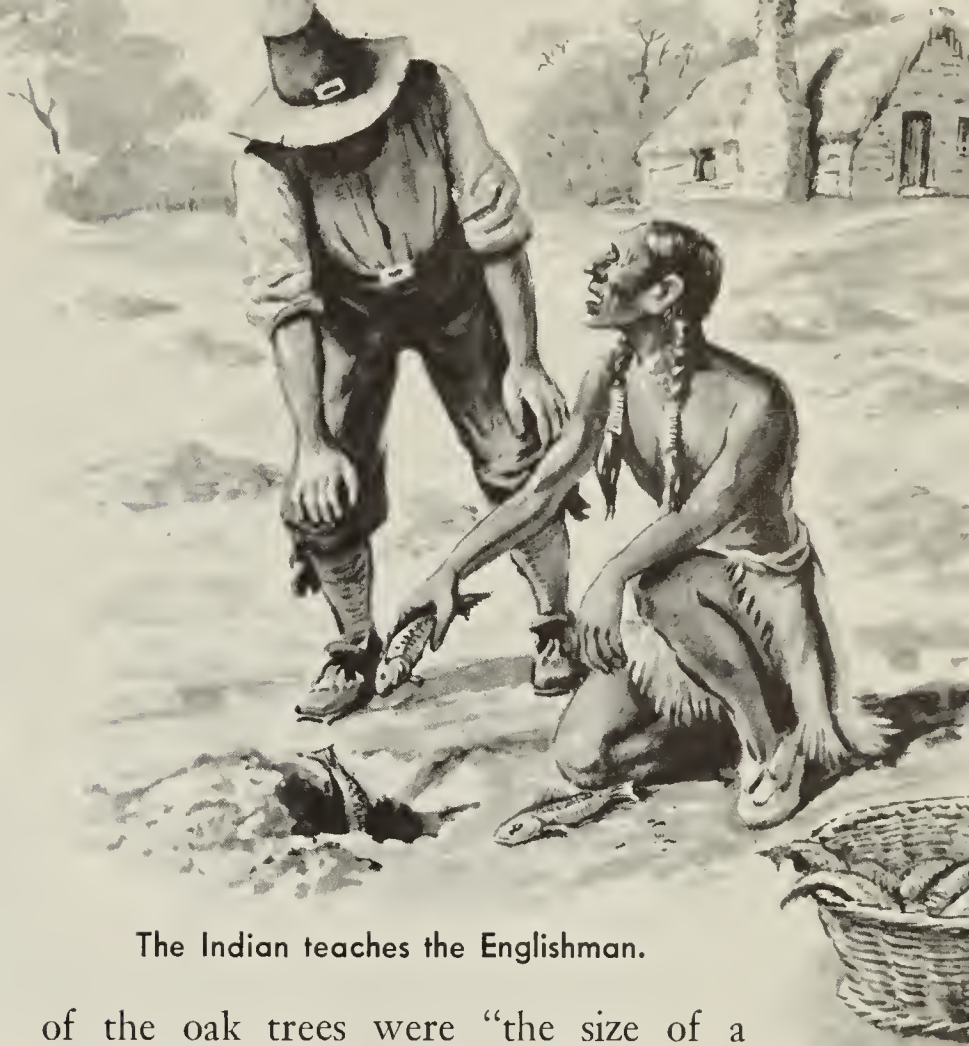
Squanto, a true friend

From the first, Squanto was helpful to the Pilgrims. They listened to his story with amazement.

He had been born and brought up on this very spot, he said. Then it was an Indian village named Patuxet. One day he was seized by traders who carried him to England. There he lived in the home of a wealthy Englishman where he was treated well. Yet he longed for his family and the freedom of the forests.

Squanto had returned to Patuxet only a few months before the Pilgrims arrived. He had found nothing but empty fields. Everyone in the village had died of a terrible sickness.

The Pilgrims welcomed this lonely Indian. He was so helpful to them that they thought God must have sent him to them. He showed them where to hunt and how to trap fish in the brook. He taught them to plant the Indian corn when the leaves



The Indian teaches the Englishman.

of the oak trees were “the size of a mouse’s ear.” He also taught them to put three small fish in each hill of corn to make the soil rich.

During the corn planting, William Bradford was made Governor of Plymouth. This man, who had been an orphan, adopted Squanto. The Indian remained with the Pilgrims to the end of his life.

The first Thanksgiving

With Squanto’s help, the Pilgrims began to prosper. They caught and dried a great many fish. They cut the forest trees into logs and planks. They traveled in a small boat to Indian villages and traded with the Indians for beaver skins. The dried fish, furs, and lumber were put in a storehouse, ready for shipment to the company in England.

By fall, seven houses and a church lined the single street in Plymouth. Three storehouses were filled to overflowing.



Prepare the feast!

The Pilgrims decided to take a few days to rest and to thank God for all their blessings. They sent a messenger to invite Massasoit to the feast. When the Chief arrived, he brought ninety of his men.

The Thanksgiving celebration lasted three days. During that time the Pilgrims and their guests worshiped, feasted, and played games. They wrestled, ran foot races, played ball, and shot at targets. Captain Standish and his soldiers paraded before the excited Indians to the sound of trumpet and drums.

The first Thanksgiving was a big success. In the years that followed, the idea spread from Plymouth into other parts

of New England. In time, Thanksgiving Day became a part of American life.

The colony grows

More settlers came to live in Plymouth, and the colony grew stronger. With the money they made from shipping furs, fish, and lumber to England, they paid off their debts to the English company. Then they divided the land so that each family could have its own private house and farm.

Many of the settlers built other villages nearby. Each of the villages sent representatives to Plymouth whenever new laws had to be made by the people.

This is the Pilgrim story. It is a story of everyday men and women and children who risked death for the things in which they believed. In the end, they lived as free people in a world they had dared to make for themselves.

Other Colonies in New England

Thousands of other Englishmen followed the Pilgrims to New England in search of freedom and a better living. One of the largest groups was the Puritans who built the Massachusetts Bay Colony.

The Puritans start Massachusetts

The Puritans, like the Pilgrims, did not wish to worship in the way the king ordered. They wanted to “purify” the church and were called “Puritans.”

Led by their governor, John Winthrop, they sailed for America in 1630. It was a large group, nearly one thousand people in all. They crossed the Atlantic in eleven ships.

The Puritans brought with them everything they needed to start a successful colony. They brought plows and other tools, trees, seeds, cattle, horses, oxen, and furnishings for their houses. They settled in seven different villages around Massachusetts Bay. The largest was Boston, at the mouth of the Charles River.

During the next few years, thousands of other settlers came. Good farm land and a good location for trade help to explain the success of the colony. The Puritan leaders had chosen well.

Roger Williams starts Rhode Island

About a year after the Puritans began to settle in New England, a young man named Roger Williams moved to Salem. With him was his wife, Mary.

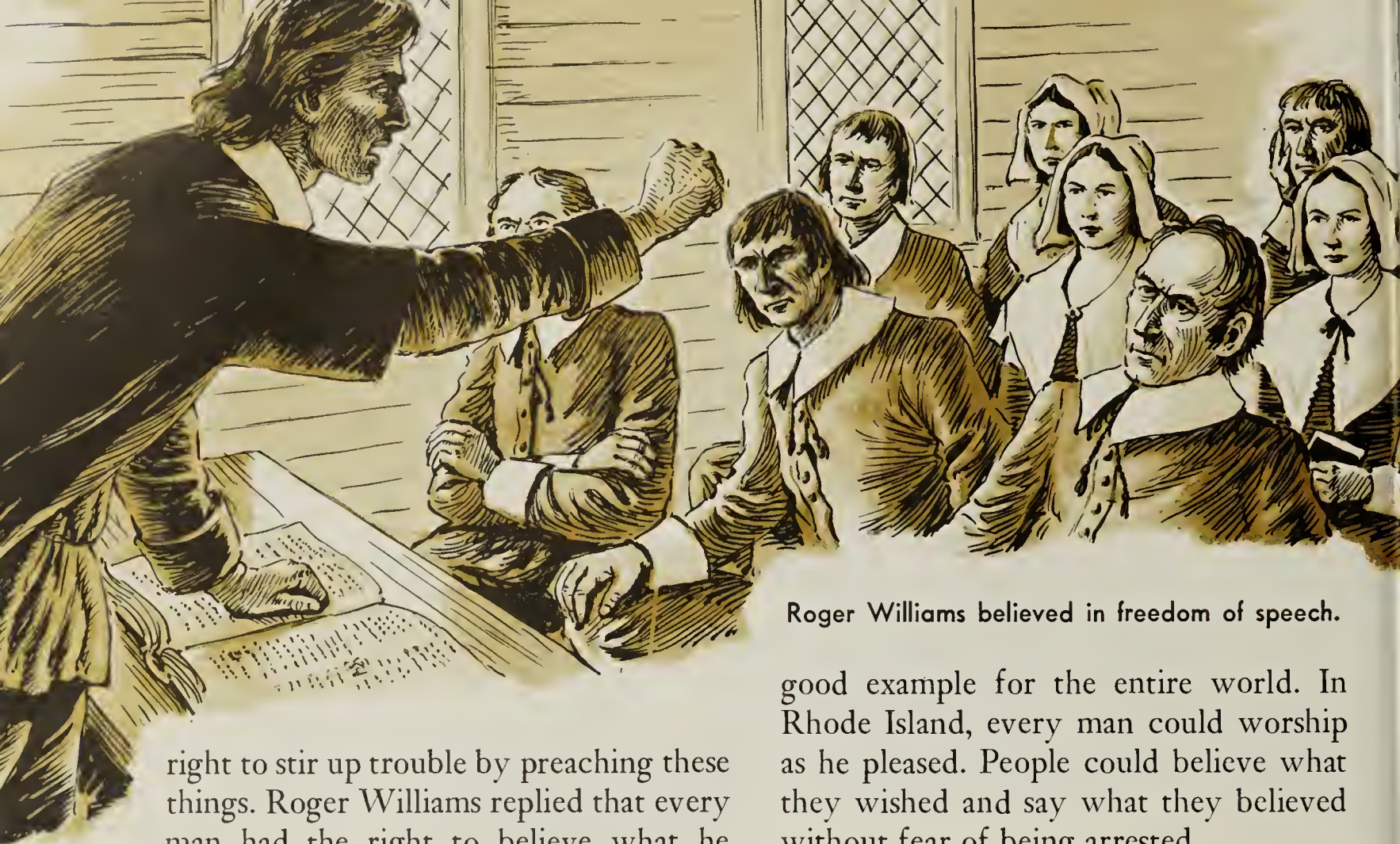
For a time all went well with the Williams family. Roger began to trade with

the Indians. He learned the language of the Narragansets who lived around Narragansett Bay. Because he was fair in his business methods, he was always welcome in the Narragansett villages.

On Sundays, Roger Williams preached in the Salem church, and it was his preaching that got him into trouble. He told the people that their leaders had cheated the Indians by taking land without paying for it. He said the people, and not the leaders, should make the laws.

The Puritan leaders said he had no





Roger Williams believed in freedom of speech.

right to stir up trouble by preaching these things. Roger Williams replied that every man had the right to believe what he wanted and to say what he thought was right. He said every man had the right to worship as he pleased. Soon, everyone was talking about this daring man.

One cold winter night, Roger was sitting in front of his fireplace with his wife and little daughter. The door burst open, and a friend ran into the room. The friend warned Roger that soldiers were coming to arrest him. Roger kissed his wife and daughter good-bye and made his way through the snow-covered forests to his friends, the Narragansets. He spent the rest of the winter with them.

The next spring several of his Puritan friends joined him. Roger and his friends started a little settlement that they called Providence. Other settlers came, and in time the first village grew into the colony of Rhode Island.

Roger Williams and his colony set a

good example for the entire world. In Rhode Island, every man could worship as he pleased. People could believe what they wished and say what they believed without fear of being arrested.

While Roger Williams was starting Providence, another group of Puritans decided to move inland. They knew there was plenty of land to the west. Following Indian trails, they made their way through the forests until they reached the Connecticut River. There they built the town of Hartford which, in time, became the capital of Connecticut.

Other settlers started colonies in what are now New Hampshire and Maine. More people were moving inland.



1. In what ways do the pictures on pages 140 and 142 suggest that the Pilgrims learned how to get along with the Indians?

2. Compare the agreement the Pilgrims made with Massasoit with the agreement Pizarro made with the Inca ruler. What were the results in each case?

3. What is the Pilgrim learning from Squanto in the picture on page 141?

Making a Living from the Sea

Fishing and shipbuilding

Many of the early settlers in New England depended chiefly upon the sea for a living. Much of their food came from the sea. They caught lobsters and eels, as well as cod, herring, and other fish. They dug clams and oysters.

In the smaller seacoast villages, the fishermen sailed out each morning and returned in the afternoon. They cleaned and salted the day's catch. Then they spread the fish on racks to dry in the sun and wind. Some of the dried fish was stored away for use during the winter. Some was packed in wooden casks and sold to merchants in Boston and other seaports.

Dried fish was like cash to these fishermen and their families. They could sell it

TREASURE FROM THE SEA

New England fishermen sailed hundreds of miles from their homes to the Grand Banks in their search for treasure from the sea.

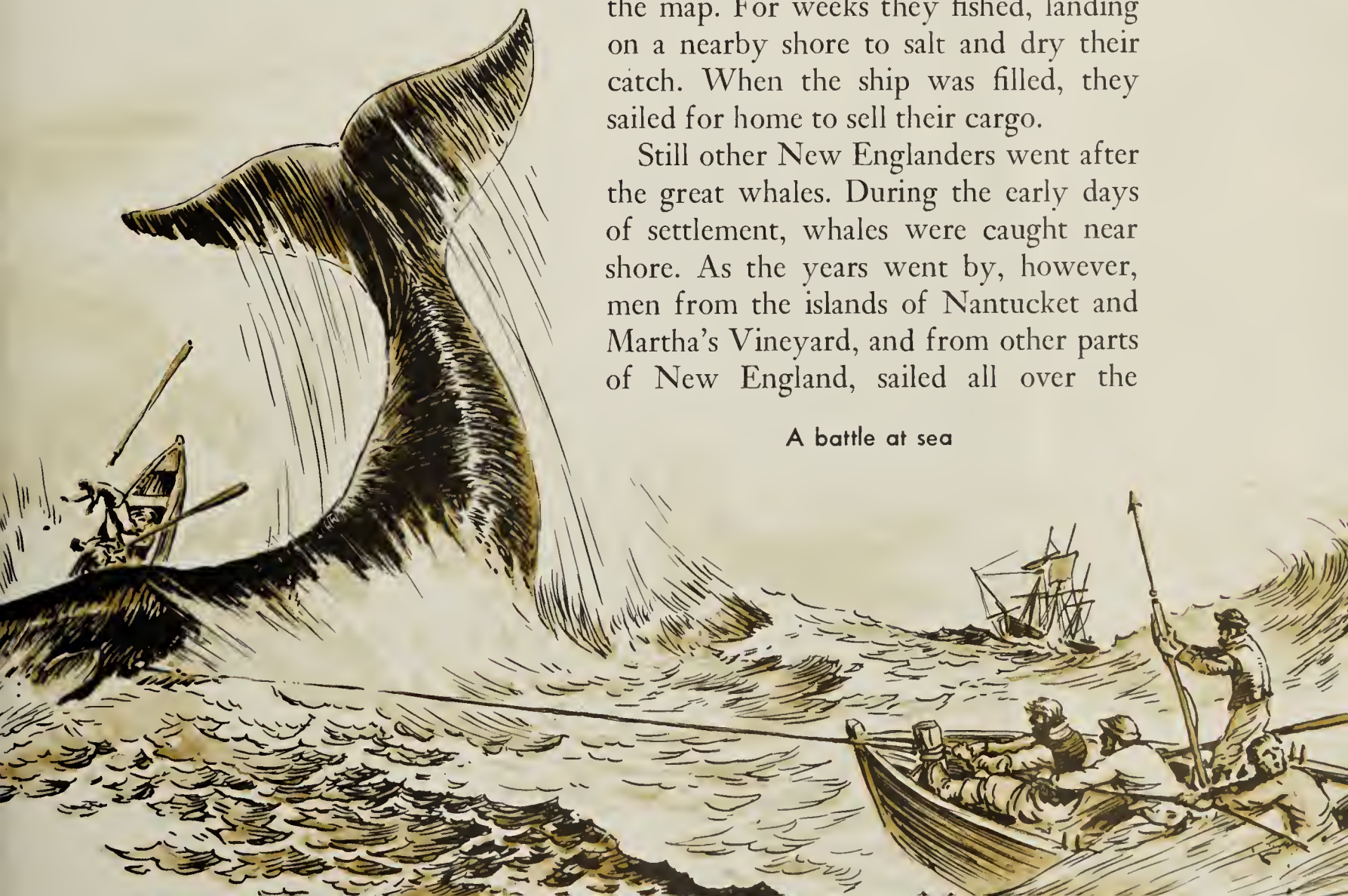


or trade it for other things they needed.

Fishermen from some of the larger towns such as Boston and Gloucester traveled to the Grand Banks, shown on the map. For weeks they fished, landing on a nearby shore to salt and dry their catch. When the ship was filled, they sailed for home to sell their cargo.

Still other New Englanders went after the great whales. During the early days of settlement, whales were caught near shore. As the years went by, however, men from the islands of Nantucket and Martha's Vineyard, and from other parts of New England, sailed all over the

A battle at sea





Boston—the home port for hundreds of ships

Busy seaports

world in search of whales. A ship might be away for several years on a single trip.

Whaling was dangerous work, but many of the whalers became rich men. Whale oil was in great demand for lamps and brought high prices.

Thousands of other New Englanders built ships for the fishermen, whalers, and traders. There were ship yards around almost every harbor and on the banks of all the large rivers. Many workmen were needed to build even one vessel. Lumbermen cut the trees in the nearby forests and saved the logs into planks and beams. Ship builders put the ship together. Blacksmiths forged chains and anchors. Other workmen made the ropes and sails.

New England ship builders became famous all over the world. They built strong, fast ships that could sail the roughest seas. They could build them cheaply, too, for good ship timber grew near the coast in many places. Vessels built in New England were sold to merchants in the other American colonies and in Europe.

Boston, with the best harbor on the New England coast, soon became the leading seaport. Except on Sundays, when all work stopped, the water front was busy from morning to night.

A steady stream of goods flowed across the wharves and into the warehouses. Ships like those in the picture brought sugar and molasses from the islands of the West Indies.

Other vessels came from England, bringing tea, cloth, and silverware for the wealthier colonists. Ships from England also brought axes, guns, plows, and other metal goods that the colonists could not make for themselves.

Merchants who worked in the offices near the wharves bought these goods and sold them to the store keepers in Boston. Some of these articles were hauled in wagons to store keepers in the villages around Boston. But the roads were poor, and most of the goods were carried in small ships to the villages up and down the coast and on the banks of the rivers.

Where did the colonists get the money to pay for the articles they bought from other countries?

They made money by selling or trading the products of the sea and forest. Dried fish, whale oil, and lumber were carried to England and the West Indies.

New Englanders also made money by trading goods of different kinds in many parts of the world. In later years, weapons and blankets were traded for furs with

the Indians of the Pacific Northwest. The New England sea captains then headed for China where the furs were traded for silks and spices.

Other seaports also carried on trade, but Boston was the busiest of all. Its fine harbor was in a good location for trade by land and sea. Wagon roads were built out from the port like the spokes of a wheel. For this reason, Boston came to be called the "Hub of New England."

Making a Living from the Land

Each year more settlers moved inland. Before roads were built, they followed Indian trails or traveled in boats.

Planning a village

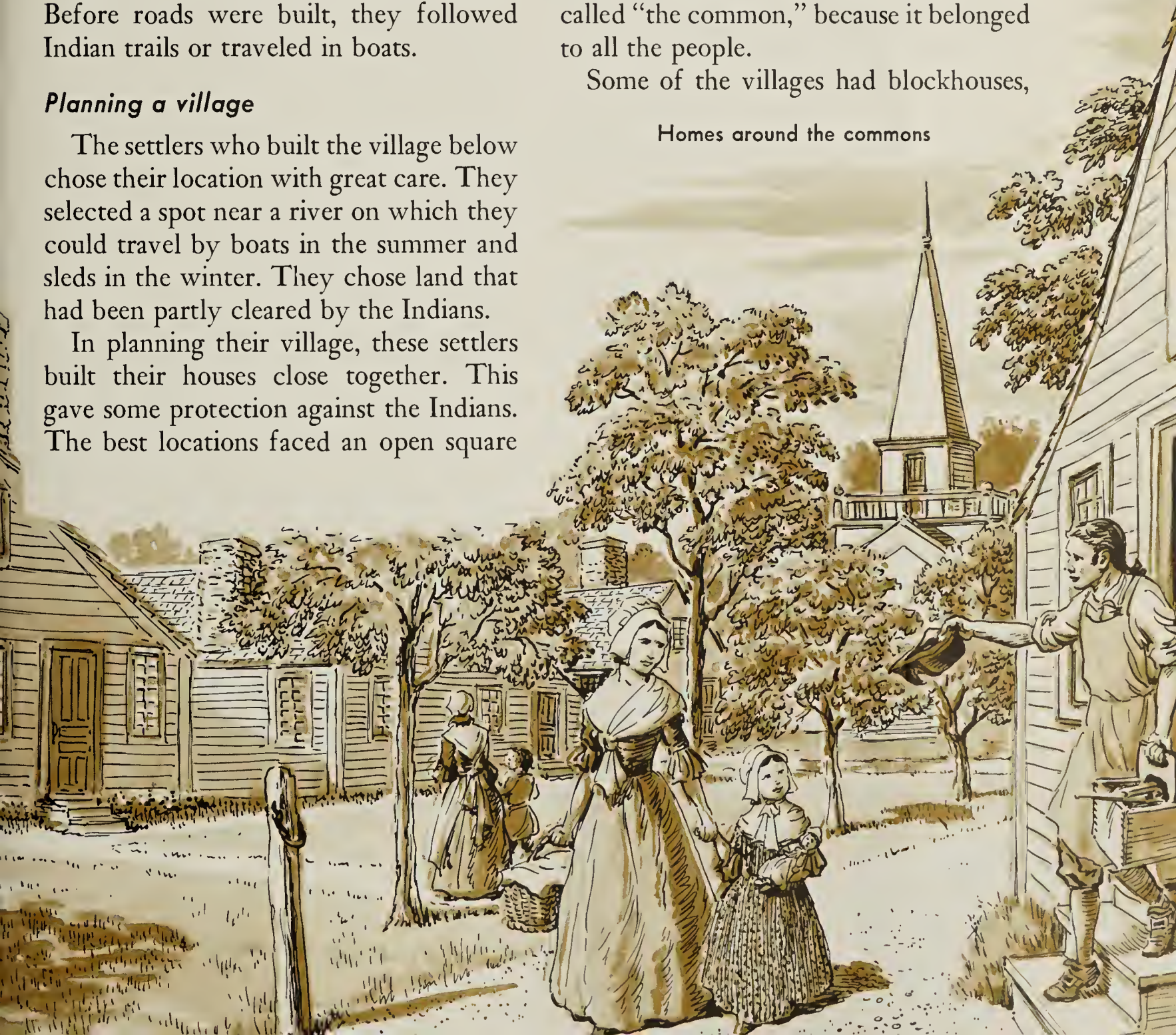
The settlers who built the village below chose their location with great care. They selected a spot near a river on which they could travel by boats in the summer and sleds in the winter. They chose land that had been partly cleared by the Indians.

In planning their village, these settlers built their houses close together. This gave some protection against the Indians. The best locations faced an open square

in the center of the village. This was called "the common," because it belonged to all the people.

Some of the villages had blockhouses,

Homes around the commons



or forts. These were needed in places where there was danger of attack from the Indians. Every man, woman, and child kept one ear open for the alarm bell. When it rang, they ran to the fort as fast as their legs could carry them.

Hard work

Families who lived in these inland villages got almost everything they owned from their land. The father of the family cleared his land and cut the planks for his house with his own ax and saw. His neighbors helped him put up the walls.

As soon as the children were old enough, they helped with the work. The boys helped their fathers with the plowing and planting. They learned how to boil down the maple sap to make sugar. The girls helped their mothers around the house. They learned to make butter and cheese, soap and candles.

It was not easy to build homes in the wilderness. Most of the settlers worked from sunrise until sunset every day in the week except Sunday.

The sermon was long.



Churches and schools

Religion and education were very important to the settlers of early New England. The church was one of the first buildings they put up. Every Sunday morning, all of the people attended a service that lasted several hours.

In a few churches, a man stood at the back with a long pole. At one end of the pole was a wooden knob. At the other end was a squirrel's tail. If one of the children fell asleep, the man tickled the child with the squirrel's tail. If an older person slept, he was tapped on the head with the wooden knob. Most of the people stayed awake, for they were interested in what the preacher had to tell them.

On weekdays, the younger children went to school. Sometimes the children had their lessons in the church. Sometimes they met in the home of their teacher. They learned to write, spell, read the Bible, and do arithmetic.

Money from furs and lumber

The settlers of these inland villages were separated from the seacoast towns by miles of forests. Once or twice a year, some of the men made a trip to the towns to buy the things they could not make for themselves. They traded furs for powder and shot, new axes and saws, and iron kettles for their wives.

During the winter, the men cut logs in the forests. When the ice melted in the spring, the logs were floated downstream to a sawmill. In time, small sawmills were built beside almost every waterfall on the New England rivers.

Most valuable of all the trees were the tall white pines that were used for the masts of ships. The King of England hired woodsmen to roam the forests in search of these trees for the Royal Navy. When a woodsman found a tall straight pine, he cut an arrow in the trunk with his ax. The arrow showed that the tree was "king's wood" and could not be cut without the king's permission.

Many of the early settlers moved to New England in search of religious freedom and a better way of life. They found many ways to make a living from the sea and from the soil and forests of their new homeland.



The lesson was hard.

Thinking about What You Have Learned

1. Why was Captain John Smith pleased with what he saw in New England? What did he take back to England?

2. Give reasons why the Pilgrim leaders chose Plymouth for their colony. Find Plymouth on the map of Cape Cod on page 138 and also on the map of the New England colonies on page 143.

3. What did the Pilgrims promise one another in "The Mayflower Compact"? Why was this agreement important?

4. What kinds of things did the Puritans bring with them from England? How did these articles help to explain the success of the colony?

5. What was the name of the largest Puritan settlement in the Massachusetts Bay Colony? In selecting this spot, do you think the Puritan leaders chose well? Why?

6. When Roger Williams was in Salem, why did his preaching get him into trouble? What did he believe? What ideas did he share with Lord Baltimore?

7. Why do you think the colony of Rhode Island set a good example for the world?

8. How did early settlers in New England make a living from the sea? How did they make a living from the land?

9. Play the game of *Who am I?* First, make up a statement that can be used as a hint. For example, if you are describing a person, your statement might be, "I was an orphan boy in England. I moved to Holland and then to America. I wrote a book called *Of Plimouth Plantation*. Who am I?"

If you are describing a place, your statement might be, "Captain Gosnold named me. I am shaped like a giant fishhook. What am I?"

Read your statement to the class. The person who guesses who or what you are can then read his statement.

Help the class make up some rules so that everyone will get a fair number of chances to answer.



10 COLONIAL BREADBASKET . . .

. . . The MIDDLE COLONIES

The Delaware River was alive with fish. It was spring. The shad were returning to the place where they had been born. In from the sea they came, swimming upstream against the current. They were heading for the shallow water of the brooks that flowed into the river.

The river was also alive with canoes. Indians from all the nearby villages had

come to catch the silvery shad. Men and boys paddled back and forth, towing nets made from grapevines.

On the river banks were bark lodges which the Indians had built for the fishing season. Near the lodges, women and girls were busy cleaning and smoking fish. Shouts and laughter rang across the water.

Swedes and Finns Settle along the Delaware

Suddenly the Indians became silent. Two ships were coming up the river. While the Indians watched, the vessels moved slowly past the dugout canoes. They sailed into the mouth of a small creek and anchored there.

Men from Sweden and Finland lined

the rails. They looked with excitement at the Indians and the shining river rich in fish. They gazed about them at the land that was to be their new home.

These were Swedish ships, but the man in command was Dutch. His name was Peter Minuit. He had helped start the col-



ony of New Netherland and had bought Manhattan Island from the Indians who lived there.

Here, on the Delaware, he met with the Indians and bought land from them. Then he sent men into the forest to hunt for meat and to cut logs for houses and a fort.

The new little settlement was named "Fort Christina" in honor of the Queen of Sweden who was only twelve years old at the time. Today, the heart of Wilmington, Delaware, stands not far from the first tiny settlement.

The first log cabins in the New World

Like all other settlers, the Swedes copied the houses they had learned to build in their homeland. They started by cutting a number of logs of the same size and length. Then they cut, or "notched," the logs at the ends and piled them one upon another. After the walls were built, the cracks were "chinked" with clay to keep out the wind.

The roof was made of branches covered with bark or straw. The door was hung on strips of leather which worked like hinges. Later, when the settlers had more time, they cut small squares for windows which they covered with oiled paper. When the cabins were finished they looked much like the one shown here.

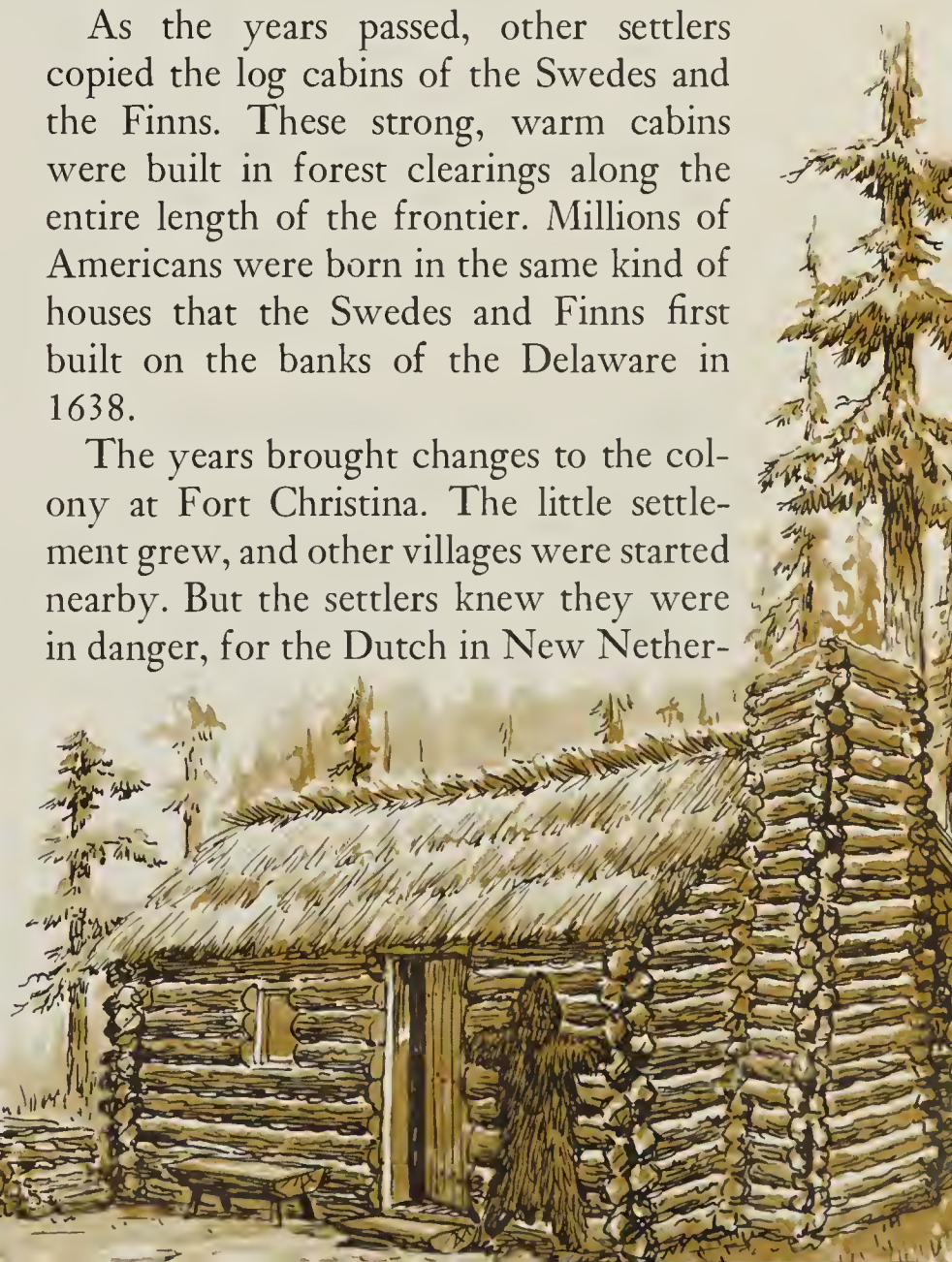
Log cabins of this kind were well suited to pioneer life. They were far more comfortable than the rough huts the other settlers from Europe first built in the forests.

A traveler once spent a night in a log cabin on the Delaware and wrote down what he thought of it. Although the night was cold and windy, he found the cabin "very tight and warm."

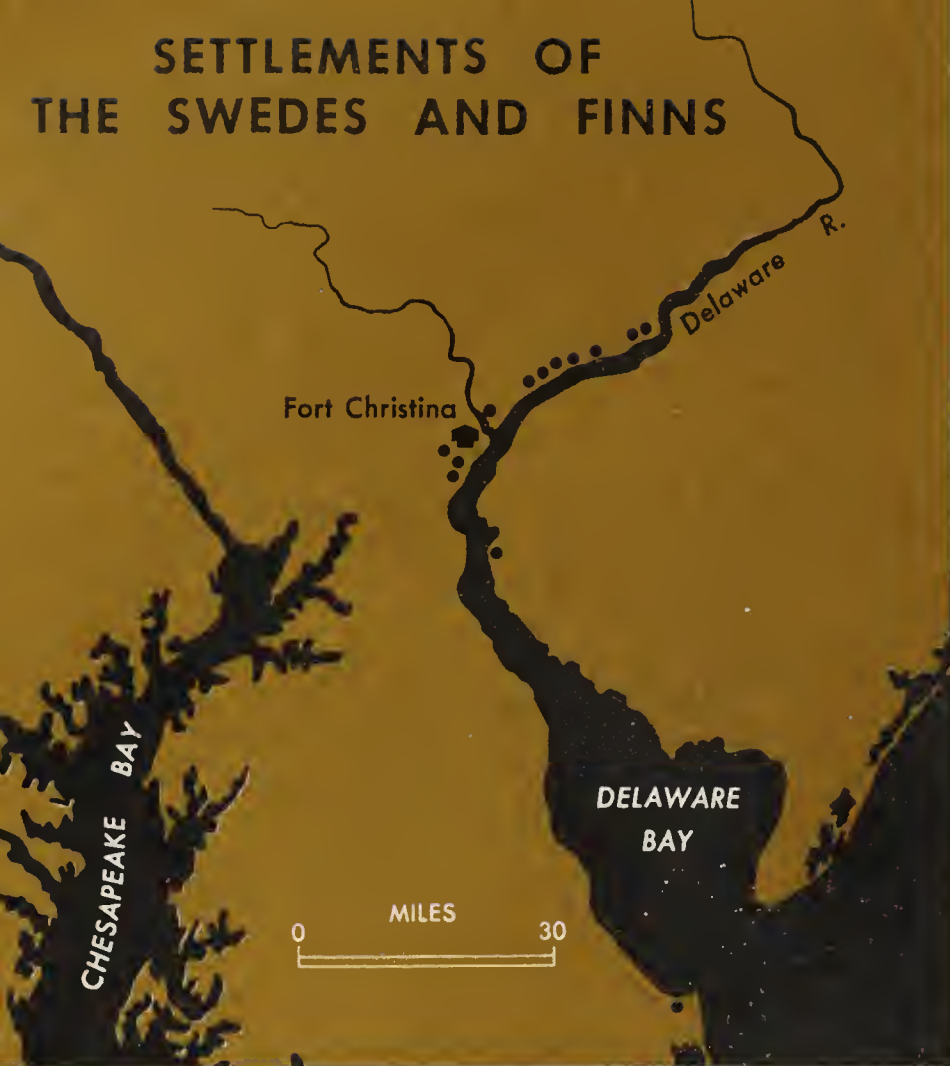
This same traveler told what he thought of the houses in the English settlements. "You cannot keep warm," he wrote, "for the wind blows through them everywhere."

As the years passed, other settlers copied the log cabins of the Swedes and the Finns. These strong, warm cabins were built in forest clearings along the entire length of the frontier. Millions of Americans were born in the same kind of houses that the Swedes and Finns first built on the banks of the Delaware in 1638.

The years brought changes to the colony at Fort Christina. The little settlement grew, and other villages were started nearby. But the settlers knew they were in danger, for the Dutch in New Nether-



SETTLEMENTS OF THE SWEDES AND FINNS



land claimed all the land along the Delaware.

Then one day, seven ships came sailing up the Delaware. They were Dutch ships with more than six hundred soldiers on board. The Dutch commander pointed his guns at Fort Christina and ordered the colony to surrender. The Swedes had no choice. Down came the Swedish flag. Soon the Dutch colors were waving over the little settlement.

The Dutch victory did not last long. The English seized New Netherland. This time the Dutch flag came down, and the English flag went up. From then on, the settlements along the Delaware were under English rule.

William Penn Helps to Build a "City of Brotherly Love"

Just six years after the Swedes first settled on the Delaware River, something important happened across the sea in England. A boy was born. At the time, however, this did not seem important except, of course, to the boy's parents.

Boyhood and school days

The boy's name was William Penn. He was born in London in a neighborhood where the houses and shops were crowded together along narrow, dirty streets. He and his mother lived in two small rooms while his father, a young ship captain, was away at sea.

William's father soon got a much better position in the Royal navy. He moved his family to a home in the country and sent his son to a small private school.

From then on, William had little time

for play. School lasted ten hours a day. There were only three holidays—Christmas, Easter, and Whitsuntide in the spring. Twice each week, on Tuesday and Thursday, the boys were allowed to play for one hour. The rest of the time they studied.

"We may not be able to teach much, but we do build character," said the head of the school. This was true. William learned to hate lying and dishonesty. He learned to behave like a gentleman and to respect other people.

Meanwhile, William's father was made an admiral in the Royal navy. Now famous and wealthy, he moved to a fine estate and sent his son to Oxford University. It was there that the great blow came. William Penn was dismissed from the university.

William Penn becomes a Quaker

William Penn enjoyed life at Oxford, but he refused to obey one rule. He refused to go to the Church of England. He believed that every man had the right to worship God in his own way. For this reason, he was dismissed.

Young Penn then became interested in a group of people called the Society of Friends, or Quakers. At one of their meetings, he heard a member say, "There is a faith which overcomes the world." The young man could not get these words out of his mind. He returned again and again to the Quaker meetings to listen and to learn.

One day he was sitting in a meeting when a noisy soldier stumbled into the room. Penn took him by the collar and was about to throw him down the stairs. But the Quakers stopped him. They explained to Penn that all men were equal in the eyes of God. For this reason, they

said, no man should ever fight another man.

While the Quakers were talking, the soldier went out and returned with several officers of the law. The officers arrested William Penn and his friends and threw them in jail.

This was only the first of many times that William Penn was put in prison. Once he was told that he would be kept in prison for the rest of his life unless he gave up his Quaker beliefs. Penn replied, "My prison shall be my grave before I will budge a jot."

Why did the English leaders dislike the Quakers? For one reason, the Quakers refused to attend the Church of England. For another, they insisted that in the sight of God all men were equal. They refused to take off their hats even before the King. When a Quaker spoke to a person, he said "thee" or "thou" instead of "you." Some Englishmen became angry when Quakers used these words.

William Penn was thrown into prison many times because of his religious beliefs. Later he founded a colony in the New World where men would not need to fear arrest because of their beliefs.



Penn starts a new colony

After Penn's father died, William Penn became a rich man. He went to the King and asked him for a grant of land where he could build a Quaker colony in the New World. The King owed Penn a large amount of money and was glad to pay off his debt in this way. He also was pleased to get the troublesome Quakers out of England.

The land for the new colony lay on the west bank of the Delaware River. It included the settlements started by the Swedes and the Finns. The King named the land in honor of Penn's father who had been his friend. He called it Pennsylvania, or "Penn's Woods."

When the first settlers arrived, they lived for a time in caves that they dug in the river banks. One of these caves was called "Penny Pot." It was the birthplace of the first child born in the colony.

Penn crossed the Atlantic in a ship named "Welcome" and reached his colony late in 1682. By that time, the settlers were building permanent houses. The new settlement was called Philadelphia, from two Greek words meaning "brotherly love."

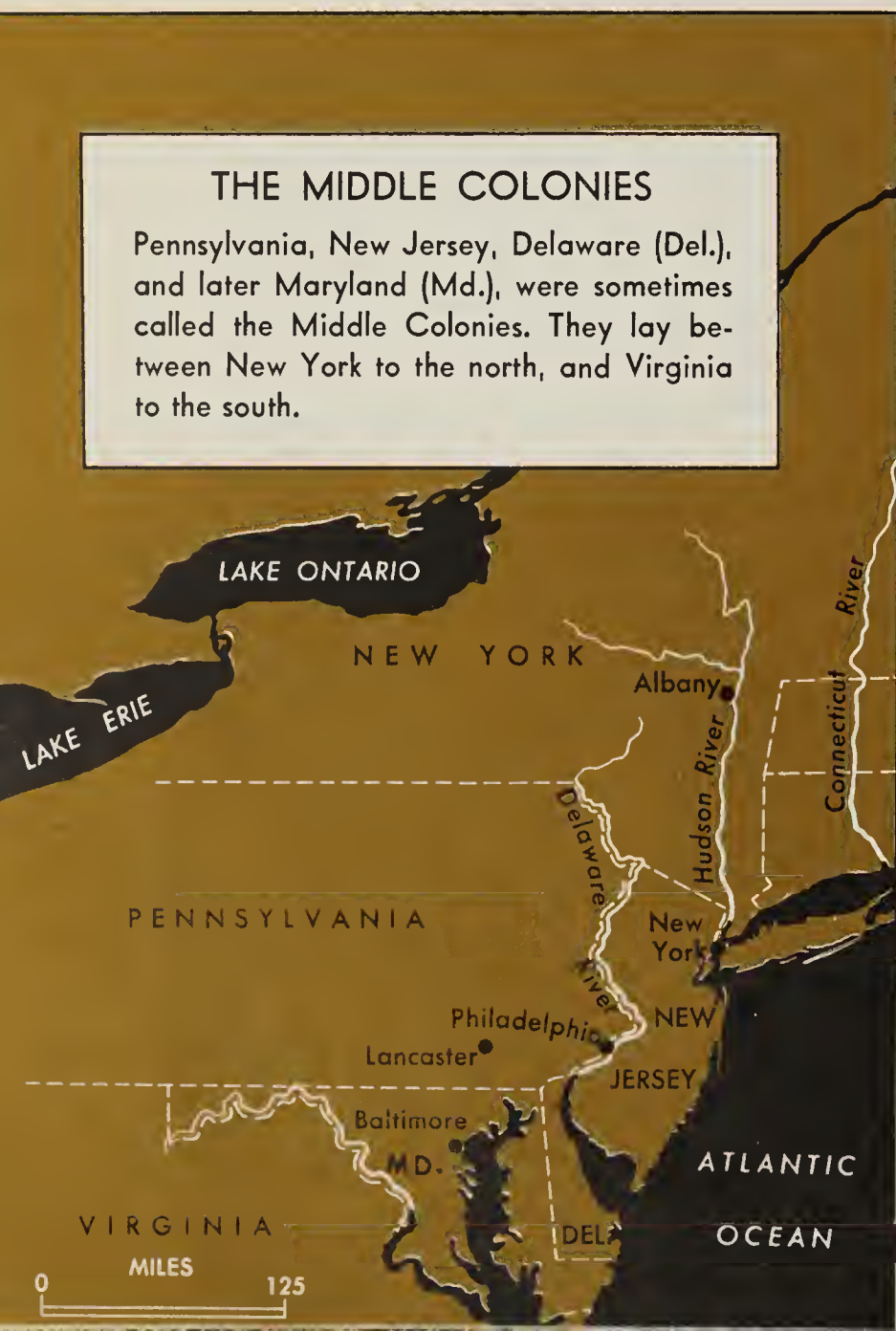
Penn liked the spot the settlers had chosen. "The soil is good and the air serene and fresh," he wrote to a friend in England. The venison was fat and tender. The oysters were "monstrous for bigness."

From the beginning, Penn and the Delaware Indians were the best of friends. Even before he arrived, his agents had bought land along the river. Then Penn asked the Delaware chiefs to meet with him and other Quaker leaders. The Indians and the Quakers promised each other everlasting friendship.

The Indians liked Penn so much that they adopted him as a member of their tribe. In return, Penn gave the Indians a camp ground in the settlement. There they could pitch their tents when they visited their Quaker friends.

Settlers by the thousands poured into Philadelphia. In the early years, there were large numbers of English Quakers and Welshmen. Then came thousands of Germans, followed by the Scots and Scotch-Irish. All came in search of freedom and a better life.

Before long, Philadelphia had grown





Eager for the great adventure of building a new life in America, thousands of settlers poured into Philadelphia. The city soon became an important port on the Delaware River.

into a small but busy city. The shops of skilled workmen lined the streets. Well-to-do merchants lived in neat brick houses surrounded by gardens.

Ocean ships, crowded with settlers, came up the Delaware River to Philadelphia. Eager to land, the newcomers were glad that the long voyage across the Atlantic was over. The ships brought valuable cargoes of manufactured goods from Europe. On the return journey, they carried lumber and barrels of flour from mills in the colonies.

The wealth of Philadelphia came from the forests and farms of Pennsylvania, Delaware, and New Jersey. Because these colonies produced so much flour, they were called the "breadbasket" of the New World.

William Penn had dreamed of a land where men could have freedom and a better life. He and his fellow Quakers made this dream come true.



1. Who were the first Europeans to build log cabins in the New World? Where had they learned how to build them?

Why did other settlers on the frontier copy these cabins?

2. Find Fort Christina on the map on page 152. Explain why the title, "Under Three Flags," might be a good title for the story of this little settlement.

What large American city stands on this spot today?

3. Compare your school day with that of young William Penn. What holidays do you have that William did not have?

4. Why are the people in the picture above feeling so happy?

"Pennsylvania Dutch" and Scotch-Irish

Penn and the Quakers did not work alone. Many others helped. Among these were the "Pennsylvania Dutch." Oddly enough, these people were not Dutch at all. They were Swiss and Germans, most of them from the valley of the Rhine River.

Why the Germans and Swiss moved to America

These people could have been very happy in their homeland. The Rhine Valley was a beautiful land of rolling hills and fertile farm lands. Little farm villages dotted the countryside. Above each village rose the graceful steeple of a church.

In that rich land, however, the farm families had barely enough to eat. Taxes took from them most of the food they raised. They were forced to work on the land of wealthy nobles. Now and then war broke out. Armies burned their villages and destroyed their vineyards. Worst of all, the people were not allowed to worship as they wished.

In the midst of these troubles, William Penn visited the valley of the Rhine. He talked to the people about the land across the Atlantic. He also described his colony. He called his description "Some Account of the Province of Pennsylvania."

The people of the Rhine Valley were filled with new hope. One of them wrote a letter to a son who had already moved to America. "My dear son: Along the Rhine a number of families have banded together to accept the invitation of an

Englishman named William Penn to settle in that beautiful land. We are only waiting a good opportunity when the dear Lord will take us to you."

Often whole villages moved, led by their pastor. They traveled by boat down the Rhine River to a Dutch seaport near its mouth. There they bought food for the long voyage to America.

The journey across the Atlantic was often hard and dangerous. There was little comfort. Each family cooked its own food over an open fire in a half-barrel on the deck of the ship. In stormy weather, everybody lived on dried biscuit, sometimes for days at a time.

When the weather was clear, the passengers could sit on deck. But during a storm, they were crowded together in their cabin. There was so little room they had to stay in their bunks. As the ship rolled and creaked, many were seasick and frightened. On a long crossing, the passengers sometimes ran out of food. On one ship, more than a hundred people died of hunger and sickness.

The "Pennsylvania Dutch" turn woodlands into farm lands

The sight of land was a blessed relief. The happiest moment of all was landing at Philadelphia. But most of the Germans and Swiss did not linger long in the city. As soon as they could, they hurried to the countryside.

No settlers in the New World cleared the land more quickly than these farmers from the Rhine. They had come to stay,



These people came to stay. Some of their houses and barns are still standing.

and they worked with this in mind. When the trees were cut down, they rooted out the stumps. This sometimes took several years, but in the end the fields were clean and smooth.

These Swiss and German farmers built huge barns to shelter their livestock. Their houses were warm and solid like those they had left behind them in Europe. Before long, these farm families had turned the rough forest land into rich farm lands.

In many ways, the Swiss and German farmers lived in the New World much as they had lived in the Old. They continued to speak German. They dressed in the same kind of clothes they had always worn. They cooked and ate many of the foods they had always enjoyed. They played the same games and sang the same songs. They went to church every Sunday.

But there was one great difference. In

America, land was cheap, and there was plenty of it. For the first time in their lives, these farmers had all the land they could use.

Because they had large farms, they could not live in villages as they had done in Europe. Instead, their farm houses stood apart, each surrounded by orchards, fields, and pastures.

The Conestoga wagon and the long rifle

Not all of the Pennsylvania settlers were farmers. Many were skilled workmen. Two of their inventions helped other settlers conquer the forests and plains of America. One of these inventions was the Conestoga wagon. The other was the long rifle.

Conestoga wagons were first built near the banks of a stream named the Conestoga. Later, they were called "covered wagons." They were huge, sturdy wag-



The famous Conestoga wagon was the "freight car" of early America.

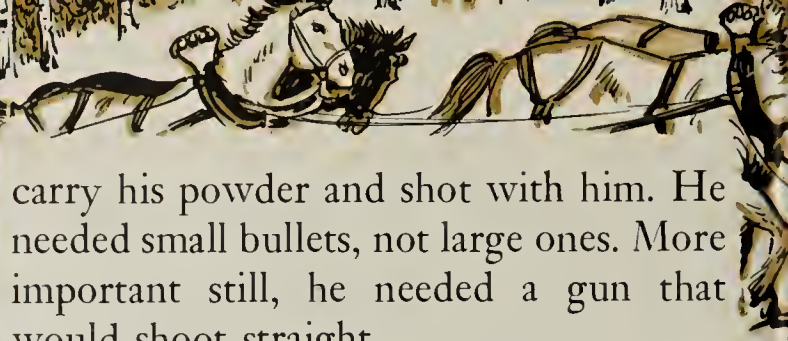
ons, usually drawn by six powerful horses. The settlers needed wagons they could use in rough, hilly country.

The wheels were wide and high. They were built to carry heavy loads over rough ground or through the mud.

The wagon body sloped down in the middle and up at each end. This kept the contents from spilling out when the wagon was going up or down hill. The canvas top provided shelter at night or in stormy weather. In these wagons, farmers carried their produce to market, and new settlers moved west to build homes in the wilderness.

Another invention that was badly needed was the long rifle, or "Pennsylvania rifle." Many of the farm lands lay close to the forests, and hunting was important to the settlers. But the muskets brought from the Old World did not shoot straight, and they used large, heavy musket balls.

When a man went hunting, he had to



carry his powder and shot with him. He needed small bullets, not large ones. More important still, he needed a gun that would shoot straight.

The gunsmiths who lived in the little town of Lancaster went to work. They experimented with one type of gun after another. In time, they built the kind of gun the men of the frontier wanted.

The new gun had a long barrel that had grooves on the inside like a corkscrew. When a bullet shot through the barrel, the grooves started it spinning. As a result, the bullet traveled much farther and in a much straighter line than a musket ball.

The bullets were smaller than musket balls. A hunter could carry more of them and make longer trips.

Without the long rifle, the men of the frontier would have had a much harder time as they moved westward through the forests.

The Scotch-Irish push back the frontier

Many of the settlers who poured into Philadelphia were farmers and weavers and their families from the north of Ireland. These people were not Irishmen, as might be expected. They were Scots who had settled in Ireland and were known as "Scotch-Irish."

Like the Germans, these Scotch-Irish had seen hard times. When the leases on



their farms ran out, their landlords charged them double rent. Harsh laws had ruined their weaving industry and had closed their chapels. For several years, the weather had been dry, bringing crop failures and famine.

Like many others, the Scotch-Irish came to Penn's colony in search of freedom and a better life. They found that most of the good land near the coast had already been settled. Because they could not afford to buy farms near the towns, they moved on westward.

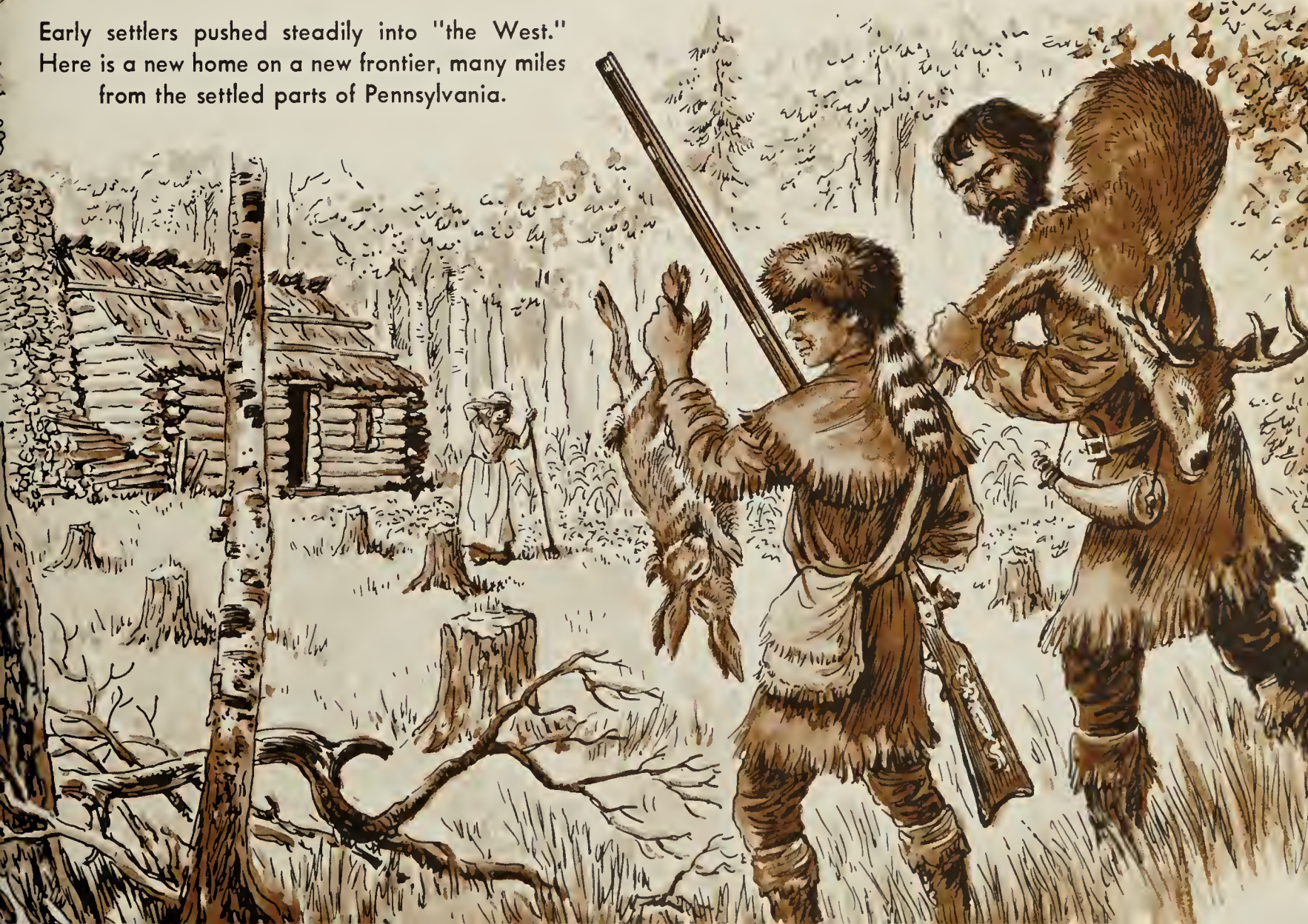
Out beyond the settled farming country they went, where the forest stood dark and silent against the sky. There they built log cabins on any piece of land they happened to like. Around their cabins, in little forest clearings, they planted gardens of corn and beans and squash.

Early settlers pushed steadily into "the West." Here is a new home on a new frontier, many miles from the settled parts of Pennsylvania.

The men and boys spent most of their time hunting and trapping in the forest. The meat of deer, rabbits, and other game was an important part of the food supply of every family. Furs were like "cash." For a pack of furs, a man could get powder, shot, and salt at a trading post. He could also get a bit of news, and he could tell about the country he had explored.

These men of the frontier wore deer-skin shirts and trousers, moccasins, and coonskin caps. A long rifle, an ax, and a hunting knife were the only tools they needed.

Some of these men became explorers of the wilderness. They discovered fertile valleys and mountain passes. Later, other men farmed the valleys and tramped over the passes in their westward march across America.



Benjamin Franklin: Citizen of the World

All of the colonies were getting larger. As the colonies grew in size, the colonists themselves began to change. They began to forget that they had once been Dutch, Swedes, Finns, Welshmen, Swiss, Germans, Scots, Irishmen, or Englishmen. They began to think of themselves as Americans.

This was a new idea. It was like a tiny seed planted in the soil. Just as the seed sends out its first shoots, so the idea of a nation began to grow.

Perhaps we can see what was happening if we look at a man who has been called the "first American." His name was Benjamin Franklin.

A "Sunday child"

Benjamin was born in Boston on a snowy Sunday morning in the year 1706. He was a "Sunday child," the neighbors said. This was believed to be a sign of good luck.

If anyone needed good luck, Benjamin did. The story goes that he was the fifteenth child in a family of seventeen children. Even in those days, it took a lot of money to feed and clothe such a large family.

Benjamin's father was a candle maker. The only way the Franklins could make a living was to work together in the little shop. Benjamin spent much of his boyhood working and playing in his father's shop.

He was an unusual boy, strong of body and strong of mind. He could run and swim and wrestle better than any of his

playmates. When he was five years old he could read the Bible. When he was twelve, he entered the printing shop of his brother, James, to learn the printing business. By the time he was fifteen, he was writing articles for the newspaper.

At seventeen, young Benjamin decided to leave Boston and start a printing shop of his own in some other city.

Franklin moves to Philadelphia

Benjamin slipped quietly away from Boston on a small sailing ship. After three days at sea, he landed in New York. There he tried to get a job in a printing shop. When this failed, he decided to go to Philadelphia. He had only a few coins in his pocket, but this did not worry him. After all, he was young, healthy, and free.

He left New York on a small ferry boat, expecting to be across the Hudson River in a few minutes. But a storm tore down the sails, and the little boat drifted all night in the river. Landing in New Jersey the next morning, Franklin started the fifty-mile walk to the Delaware River. It took him three days. When he reached the Delaware, he caught another boat for Philadelphia.

He was a sorry-looking sight when he finally arrived in Philadelphia. His clothes were worn and soiled from his long, hard trip. The pockets of his coat were stuffed with extra shirts and stockings. The only money he had left was one Dutch coin.

The first thing he did was to buy some bread which he ate as he walked about

the streets. It was Sunday morning. Later, he went to an inn where he spent his first night in Philadelphia.

The next day, he got a job in a printing shop. So, at the age of seventeen, he began a new life in a new city. This was to be his home.

Although in later years he spent much time in England and France, Philadelphia remained his home until his death in 1790 at the age of eighty-four.

Businessman and good citizen

From the beginning, Franklin did well in business. He got up at five every morning and worked hard all day. Before long, he owned a printing press, a newspaper, and a store. In the store, he sold books, paper, ink, and other articles.

When Franklin printed *Poor Richard's Almanack*, it brought him fame and was a great success in a business way. The *Almanack* was for farmers, but many other people bought and read it. It gave the best

dates for planting and harvesting crops. It tried to foretell the weather. It told how to build fences and do other jobs around the farm. It contained recipes, puzzles and games, and advice about health.

Every page was filled with bits of useful information, and with wise and humorous sayings. Today, more than two hundred years after Franklin published his first *Almanack*, we still repeat many of these sayings:

Early to bed and early to rise
Makes a man healthy, wealthy, and wise.

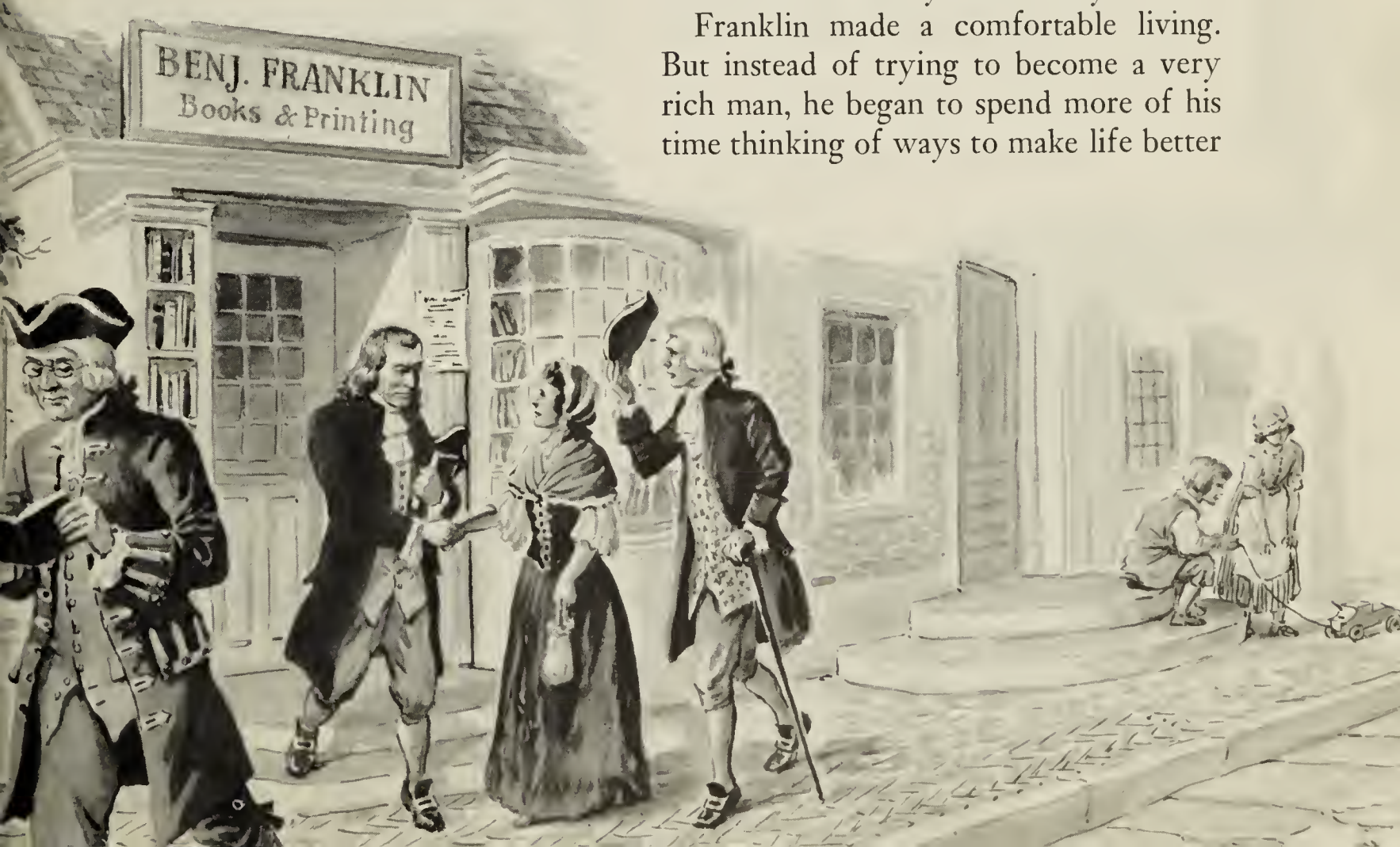
God helps them that help themselves.

Never leave that till tomorrow which
you can do today.

A penny saved is a penny earned.

Farmers read the *Almanack* in the long winter evenings as they sat before their fireplaces. The Bible and the *Almanack* were often the only books they owned.

Franklin made a comfortable living. But instead of trying to become a very rich man, he began to spend more of his time thinking of ways to make life better



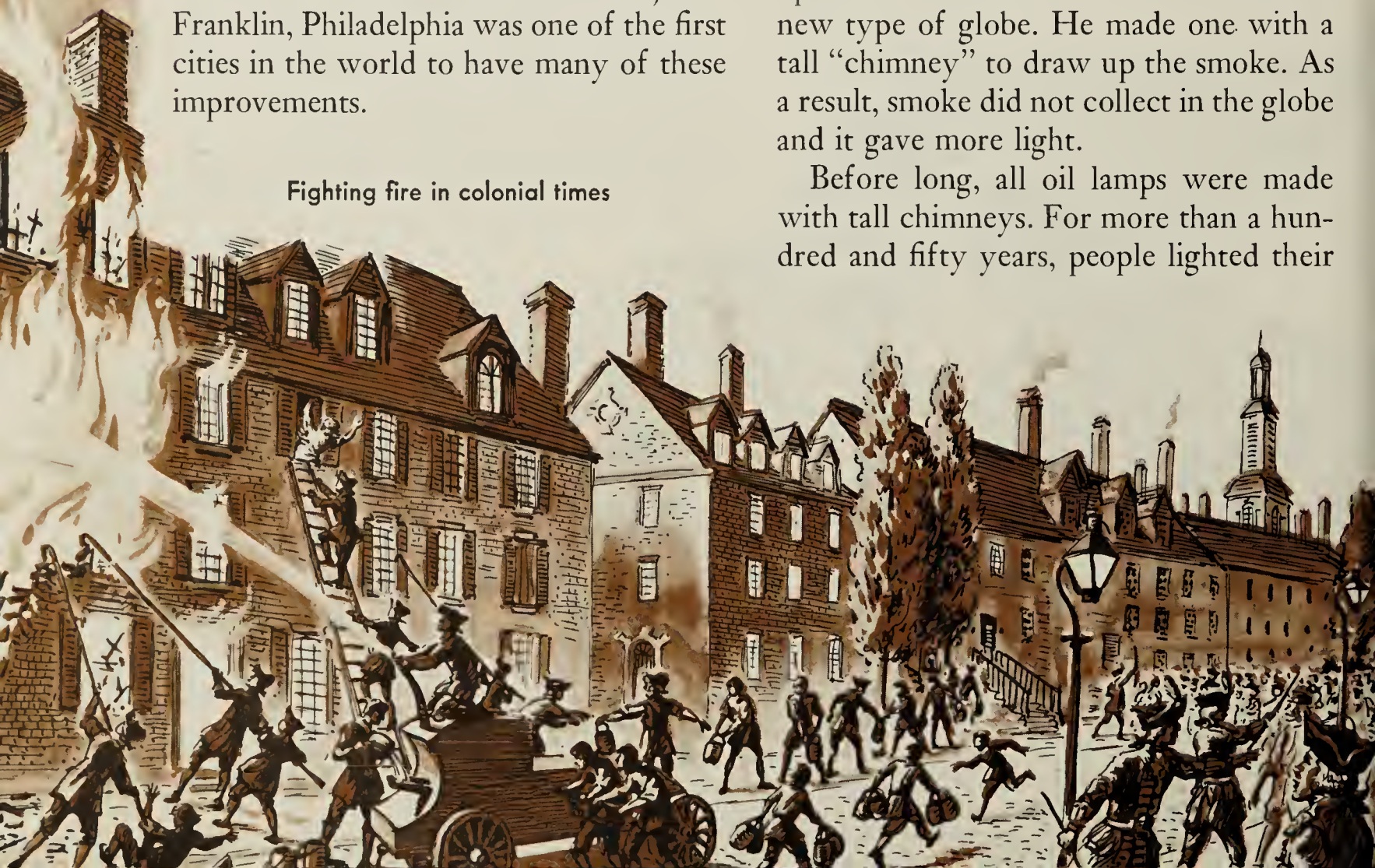
for other people. Like other good citizens, he looked for ways to improve his community and his country. There was plenty to do.

When Franklin moved to Philadelphia, the city had no fire department, no policemen, no hospitals, no libraries, no paved streets, no street lights. Franklin's friends agreed that these improvements were needed. But no one wanted to pay for them.

Franklin realized that this was a job for the city, itself. All of the citizens should help to pay for improvements that would make the city a better place in which to live.

Instead of just talking, Franklin acted. With the help of friends, he started a library. He raised money to build a hospital and to start a good school. He convinced the people that the city should have a police force, a fire department, paved streets, and street lights, to be paid for out of taxes. Thanks to Benjamin Franklin, Philadelphia was one of the first cities in the world to have many of these improvements.

Fighting fire in colonial times



Inventor and scientist

Franklin was always inventing something. Sometimes it was a new idea. Sometimes it was a common, everyday article that would save work and make living easier.

One of his inventions was a new type of lamp. The first street lights used in Philadelphia were brought from England. They were oil lamps covered with glass globes. Every night a lamp lighter went through the streets with a torch and lighted the lamps. Every morning he put them out, filled them with oil, and cleaned the globes. This last job took a lot of time, for the globes were blackened by the smoke.

Franklin began to think about the problem. Why, he asked himself, did the glass globes get so dirty? He soon had the answer. The globes were made so that the smoke collected inside, instead of passing up and out. Franklin went to work on a new type of globe. He made one with a tall "chimney" to draw up the smoke. As a result, smoke did not collect in the globe and it gave more light.

Before long, all oil lamps were made with tall chimneys. For more than a hundred and fifty years, people lighted their

Franklin, the experimenter

homes with the kind of lamp that Franklin had invented. Indeed, many homes are still lighted by such lamps.

Franklin also invented a stove. The "Franklin stove" was placed in the fireplace. It drew cold air from all parts of the room and heated it. This stove saved fuel and heated the whole room.

Franklin's lamps and stoves made life easier and more comfortable for those who used them. His lightning rods made life safer. We see them today on the tops of houses and other buildings, particularly in the country.

In his own home, Franklin connected the lightning rod to a bell. During a thunder storm, the rod became charged with electricity, and the bell rang. This was one of the ways Franklin used to teach people that lightning was a great spark of electricity. It was a new idea in his day.

In trying to prove this idea, Franklin once made a dangerous experiment. He sent up a kite in the midst of a thunder storm. At the top of the kite was a metal rod. Tied to the string, near the ground, was a metal key. When he moved his finger near the key, sparks flew. If a bolt of lightning had hit the kite, Franklin might have lost his life.

Franklin spent much of his time carrying on experiments. He learned to read French, Italian, Spanish, and Latin in order to find out what European scientists were doing. When other scientists came to Philadelphia, they always visited Franklin and had long talks with him.



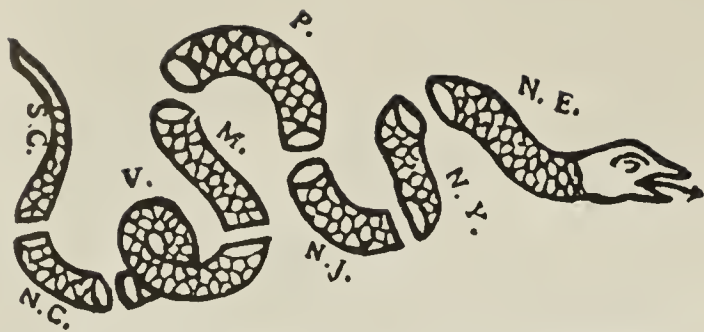
Franklin dreams of uniting the colonies

While Franklin was leading his busy life, the colonies were growing. Cities like Boston, New York, Philadelphia, Baltimore, and Charleston had become important seaports. And more and more of the people were moving inland.

By 1750, many of the colonists were beginning to turn their backs upon the sea. The young men and women, particularly, began to look toward the west. They dreamed of new adventures in the unexplored land which lay to the west of the mountains.

The people knew that this western country was dangerous. The Indians claimed the land as their own and were ready to kill anyone who tried to take it from them. The French, too, claimed the land west of the mountains.

Already there had been trouble. For some years, Englishmen, Frenchmen, and Indians had been fighting one another. There had been fighting on the frontiers



JOIN, or DIE.

of New England, New York, Pennsylvania, and Virginia. Everyone knew that this was only the beginning. Sooner or later war would come.

Benjamin Franklin saw this danger as clearly as any man in America. He also saw that the colonies would have to unite. He began to write about this in his newspaper. He even drew a picture of a snake cut into several pieces. Each piece represented a different colony. Under the picture he wrote "Join, or Die." This was Franklin's way of telling the people that the American colonies ought to unite for their own protection.

Friendly Indians were telling the colonists the same thing. In 1754, a group of Iroquois Indians met in Albany with leaders from seven of the colonies. These

men had met to decide how to defend themselves against the French. Franklin was there to try to get the colonies to unite.

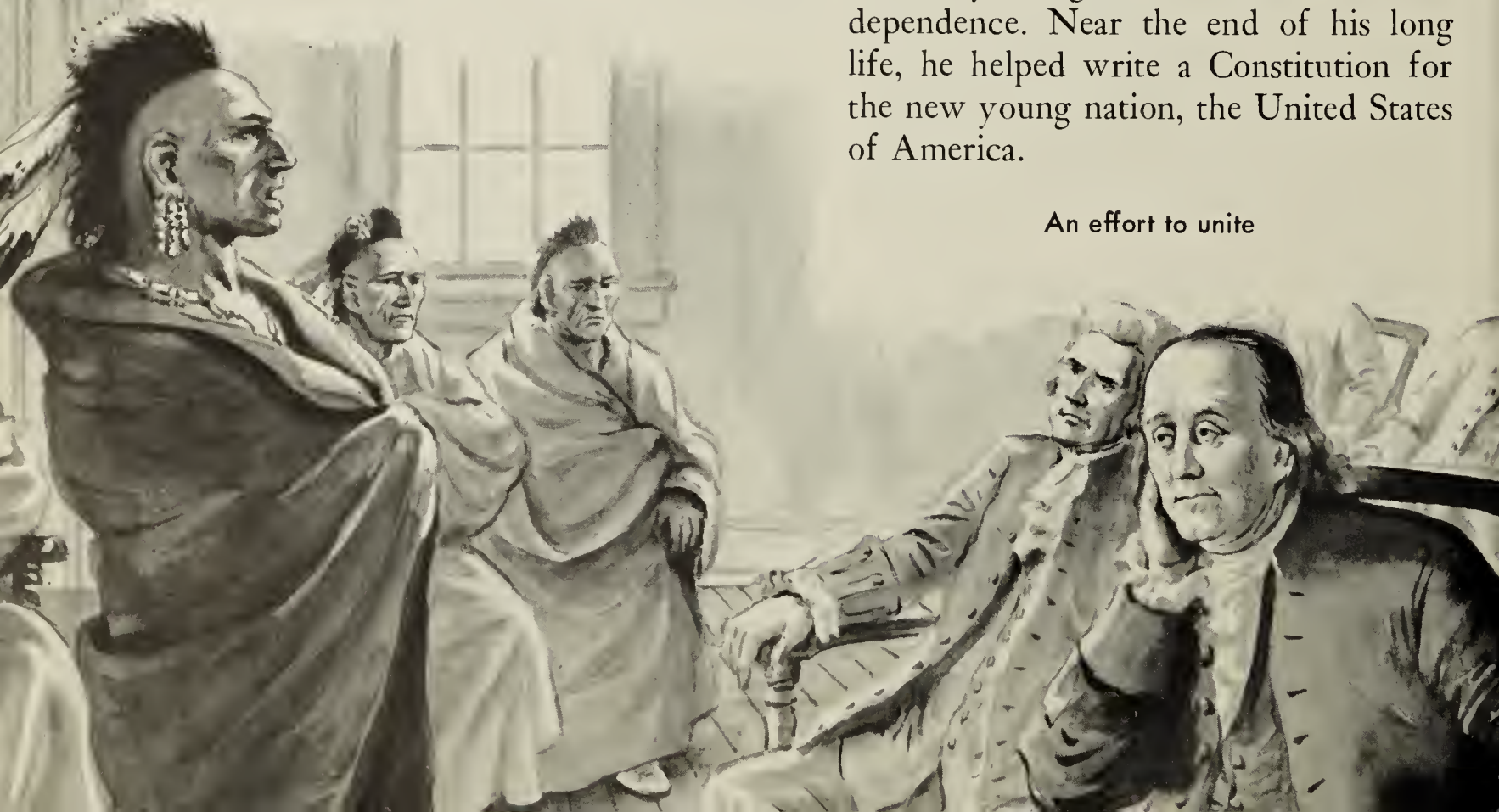
A Mohawk chief also warned the colonists. He stood straight and tall before them when he spoke. "Look about your country and see," he said. "You have no fortifications, no, not even in this town. It is but a step from Canada hither, and the French may come and turn you out of doors."

Other men at the Albany meeting spoke in favor of uniting. But nothing was done. The colonists had to fight two terrible wars before they were ready to unite. And yet, Benjamin Franklin lived to see his dream come true.

In later years, he lived for a time in England and France. He tried to get the British to treat the colonies as equals. When the Revolutionary War broke out, he represented the colonies in France and helped bring the French into the war on the American side.

After the war, Franklin helped write the treaty that gave the colonies their independence. Near the end of his long life, he helped write a Constitution for the new young nation, the United States of America.

An effort to unite



People from different lands learn to live together as neighbors

In Pennsylvania and the other colonies, many dreams came true. Thousands of poor people from Europe built new homes and found a better way of life in the New World. Thousands found freedom and the right to worship God in their own way.

They came from many different countries of Europe. These people from many lands built cities in the wilderness and turned woodlands into farm lands. They

learned how to live together as neighbors.

Before long, they began to forget their old homes across the sea. Swedes and Finns, Dutch and Germans, Scots and Irish and English lived side by side. Many continued to speak the language of their homeland. At the same time, they were learning English. They began to dress alike and to eat the same kinds of food. They began to think about the same problems.

A few men, among them Benjamin Franklin, understood what was happening. A new nation was slowly being born.

Thinking about What You Have Learned

1. Explain why the name, "Pennsylvania," was selected for William Penn's new colony on the Delaware River.

Why was the name, "Philadelphia," selected for his first settlement?

2. Why did William Penn get along so well with the Delaware Indians?

3. Give a reason why the Middle Colonies were called the "breadbasket" of the New World. How did people in the Old World benefit from this breadbasket?

4. Name a region in our country today that might be described as a breadbasket.

Do you think the region where you live should be called a breadbasket? Think of reasons for and against this idea.

5. What are the men doing in the picture on page 157? Why was this such hard work?

6. Find pictures in this chapter which show two important inventions that came out of the "Pennsylvania Dutch" country.

7. Write an advertisement for Conestoga wagons, pointing out ways in which they were more useful than ordinary wagons.

8. In the picture on page 159, name

things the settlers obtained by hunting. Which articles did they obtain by trading?

9. Describe the methods of transportation that Benjamin Franklin used on his journey from his home in Boston to his new home in Philadelphia. Follow his journey on a wall map of the United States if there is one in your classroom.

If you were making that trip today, what different methods of transportation might you use?

10. Explain why Franklin's experiment with the kite was very dangerous.

11. What were some of the public improvements that Franklin worked for in Philadelphia? Which of these do city people now take for granted? Which, if any, did you make use of yesterday?

12. Look at the drawing of the snake on the opposite page. Which of the colonies are represented? What does this drawing mean?

13. Use the drawing at the bottom of this page to explain how the settlers "notched" the logs in building a log cabin. Why do you think they did this?





II

WINNING A CONTINENT

In the dark of night just before dawn, a band of Virginia soldiers stole through the forests of western Pennsylvania. Their black shadows slipped from tree to tree. Now and then a twig snapped beneath a moccasin.

Suddenly, at a signal from the leader, the long line of men froze into the darkness. Not a sound broke the silence.

Through the trees, in a clearing, the Virginians could see the glow of a camp fire. Around the fire, French soldiers were sleeping, rolled in their blankets.

But where were the guards? There was one . . . and another . . . and another. The guards were restless. They gripped their muskets and peered into the darkness. While they watched, the first faint streaks of daylight appeared in the eastern sky.

Some of the sleeping Frenchmen never wakened. For suddenly, the forest was no longer silent.

War whoops rang out. Rifles cracked and bullets ripped through the underbrush. Hunting knives and tomahawks flashed across the clearing.

Then it was over.

The Frenchmen who were still alive were on their feet, their hands above their heads. Around them in a circle stood the Virginians dressed in buckskin clothing, moccasins, and coonskin caps. One of the Virginians stepped forward. He introduced himself: Colonel Washington of the Virginia Militia. The Frenchmen were his prisoners.

So the war between England and France began. After it was over, Europeans spoke of it as the Seven Years War.



But to the colonists, it was the French and Indian War.

The fighting spread. It spread to the forests of New York and New England, then to the Atlantic Ocean. Before the war was over, French and English soldiers and sailors were fighting each other in many parts of the world.

Gateways to "the West"

It was no accident that the war started only a few miles from the headwaters of the Ohio River. For the Ohio was one of the gateways into the western country. Before we can understand why the French and Indian War was fought, we shall have to study the map. And when we study a map, we shall be doing exactly what the French and English military leaders were doing in 1754.

The Appalachian Mountains were a great barrier to travel and trade in the early days of our country. They stretch for hundreds of miles, as the map on page 169 shows. They are made up of ridge after ridge, one beyond another. The ridges are steep and thickly forested. Here and there are gaps in the ridges, but few of the gaps are opposite one another. For this reason, the trails across the mountains were crooked and winding.

Furs or farms?

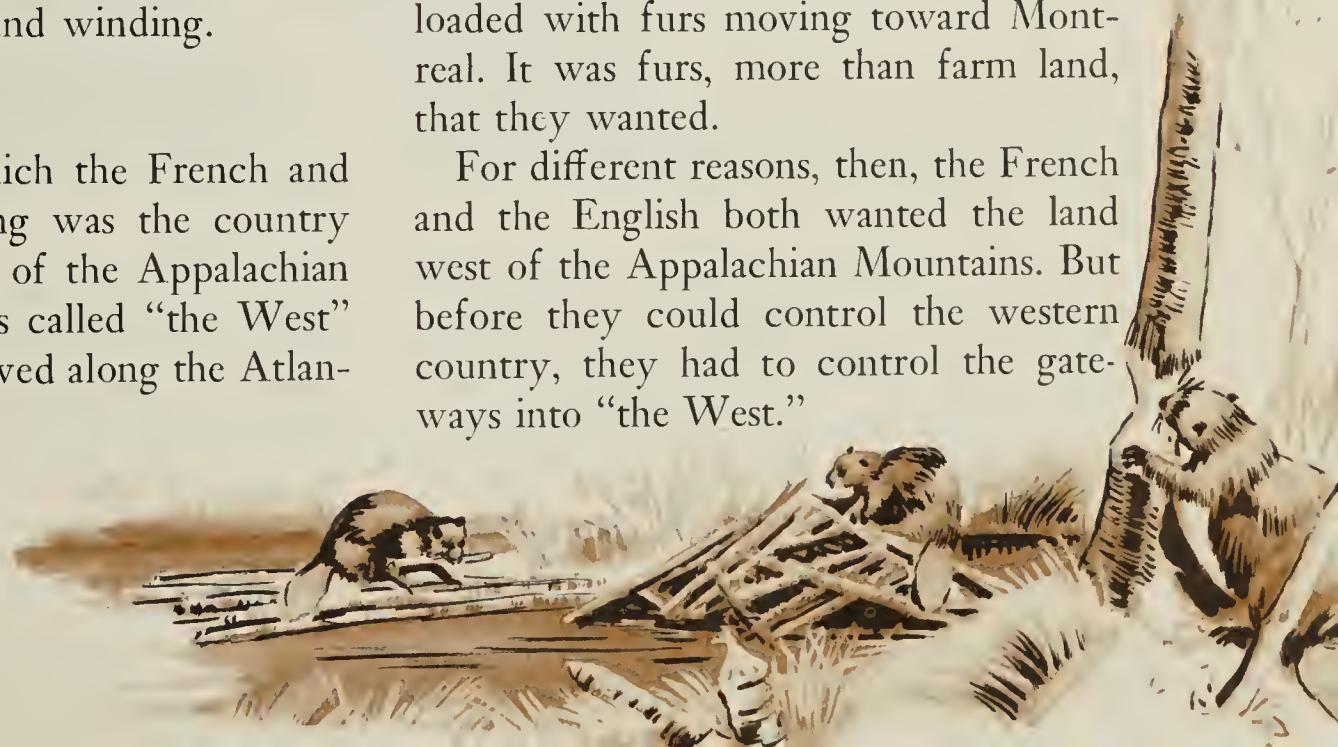
The prize for which the French and English were fighting was the country that lay to the west of the Appalachian Mountains. This was called "the West" by the people who lived along the Atlantic coast.

Long before 1754, frontiersmen from New France and the English colonies had explored this country. The explorers had returned with glowing reports. Broad rivers flowed through immense forests, they said. Here and there the forests were broken by rolling meadows. The country was rich in game and fur-bearing animals. The soil was deep and fertile.

English settlers listened to the reports with shining eyes. To them, this western country was the promised land. They saw opportunities for farming as well as fur trading. They saw the forests falling before their axes, and the wilderness changed into rich farm lands.

But the French traders had a different picture in their minds. They saw French forts and trading posts along the lakes and rivers. They saw long lines of canoes loaded with furs moving toward Montreal. It was furs, more than farm land, that they wanted.

For different reasons, then, the French and the English both wanted the land west of the Appalachian Mountains. But before they could control the western country, they had to control the gateways into "the West."



The St. Lawrence gateway

When the war started, the French already controlled one of the most important gateways into "the West." This was the valley of the St. Lawrence River.

Place your finger on the map, as the military leaders of France and England did again and again. Move your finger up the St. Lawrence River into Lake Ontario and on into the other Great Lakes. You have entered the heart of North America. With your finger, you have drawn part of a circle around the English settlements along the Atlantic Ocean.

A short journey by land separated the Great Lakes from rivers that flowed toward the Mississippi. You could travel down these rivers until you reached the Mississippi. Follow the Mississippi far enough, and you would go out of the "back door" into the Gulf of Mexico. At least, this was the "back door" in 1754.

The French could lock the St. Lawrence gateway any time they wished. They locked it at Quebec. From the forts on top of the cliffs, guns pointed down upon the river. No one passed Quebec without permission from the French.

The Hudson-Mohawk gateway

Control of the second gateway was shared by the English, the Iroquois Indians, and the French. Each group held one of the three keys. As a result, no one could really use this route.

You entered this gateway through the city of New York which was in English hands. You followed the Hudson River north to Albany. Then you moved west-

ward up the Mohawk River to the lowland south of Lake Ontario. You were now in the country of the Iroquois Indians. They owned all the land along the Mohawk and so held one key to the Hudson-Mohawk gateway.

Farther west was Lake Erie. The French controlled Lake Erie and the other Great Lakes. They had forts near Niagara Falls and on the lakes.

The Ohio gateway

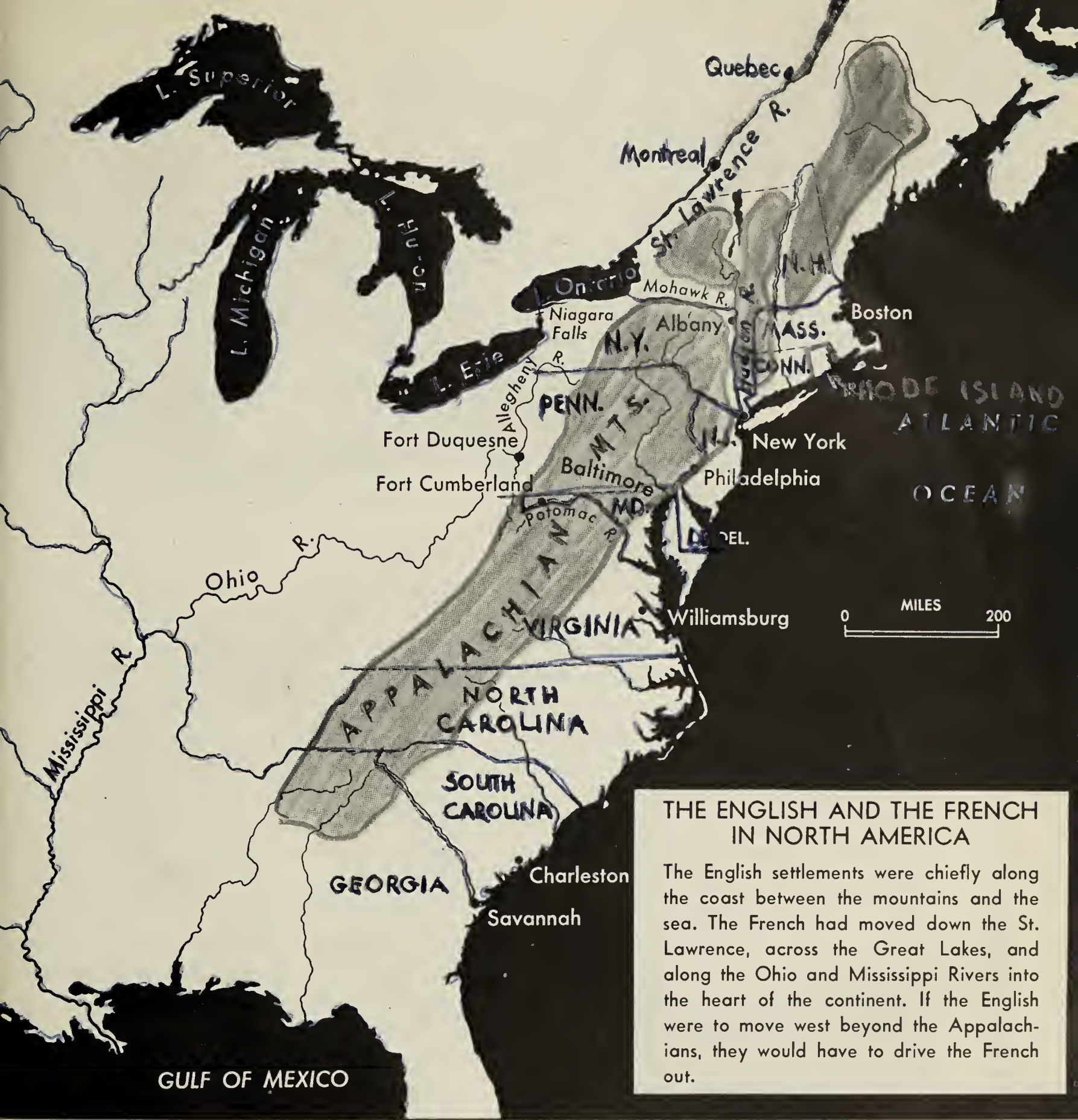
The key to the Ohio gateway was the point of land where the Allegheny River and Monongahela River join to form the Ohio. There, where the city of Pittsburgh now stands, the French had built Fort Duquesne.

You could reach Fort Duquesne from either Baltimore or Philadelphia. From Baltimore, you traveled west to the Potomac River and along the Potomac to Fort Cumberland. Then you followed mountain valleys to the Ohio River.

From Philadelphia, you traveled through the rich farming country of the "Pennsylvania Dutch." Then the farm roads became trails leading past the frontier cabins of the Scotch-Irish pioneers. Westward, the route led over the lonely passes of the Appalachians.

The English controlled the routes from Philadelphia and Baltimore, as far as the Ohio River. They were hard routes to travel, but it was the shortest way into "the West."

The English generals looked at their maps. They put their fingers on Fort Duquesne, Quebec, and other French forts. We must seize these forts, they said.



Now we can understand what Colonel Washington was doing in the forests of western Pennsylvania. He was trying to gain control of the Ohio gateway through

the Appalachians. He was able to build a fort and win the first battle. But a short time later, he and his men were surrounded by the French and Indians. This

time, it was Colonel Washington and his men who had to surrender.

Washington promised to return the French prisoners he had taken in the first battle. When he and his men were set free, they began the long march home, carrying their wounded comrades with them.



1. Find the Appalachian Mountains on the map on page 169. Explain why these mountains were a great barrier to travel and trade in the early days.

2. Why were trails across the mountains crooked and winding?

3. Name different ways in which we can travel across the Appalachians today.

War with the French and Indians

When news of the fighting in Pennsylvania reached France and England, both countries began to prepare for war. The English sent General Edward Braddock to command all of the English forces in America. He sailed from England with two crack English regiments.

When Braddock reached Virginia, he set up camp on the Potomac River. Washington's home, Mt. Vernon, lay only a few miles away. Washington, Benjamin Franklin, and other leading citizens came to talk with Braddock. He told them he planned to capture Fort Duquesne.

Franklin warned Braddock that the French and Indians were dangerous fighters. They know the forests, Franklin

said. They will try to surprise you. They will try to cut your line of men "like a thread into several pieces."

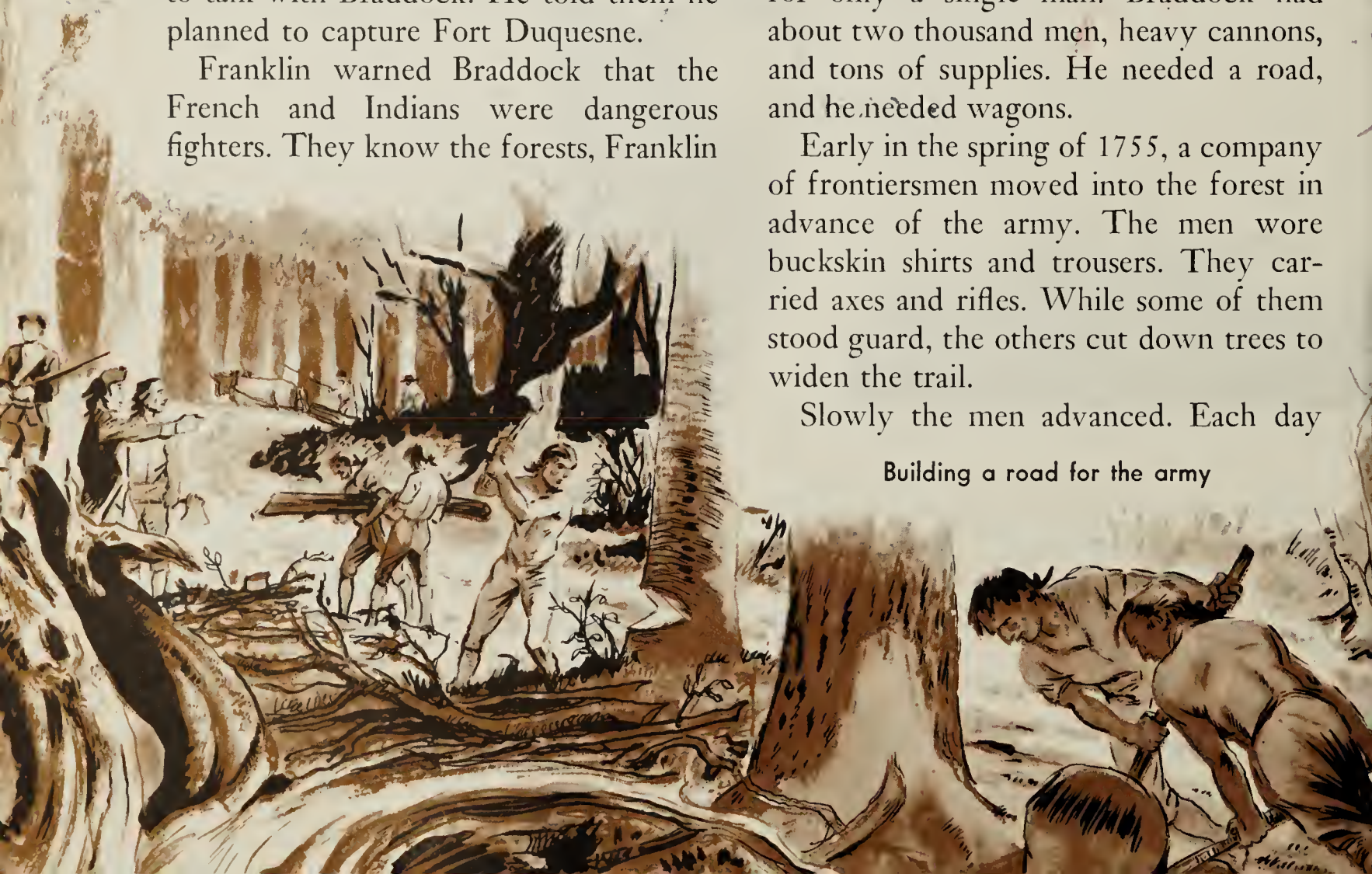
The first road into "the West"

The first thing Braddock learned was that he had to build a road before he could march to Fort Duquesne. To be sure, there was a trail that the Indians had used for hundreds of years. Their feet had packed the earth until it was hard and smooth as rock. But it was wide enough for only a single man. Braddock had about two thousand men, heavy cannons, and tons of supplies. He needed a road, and he needed wagons.

Early in the spring of 1755, a company of frontiersmen moved into the forest in advance of the army. The men wore buckskin shirts and trousers. They carried axes and rifles. While some of them stood guard, the others cut down trees to widen the trail.

Slowly the men advanced. Each day

Building a road for the army





On the march through the wilderness

they were a few miles closer to Fort Duquesne. Each day the road grew longer. It was filled with stumps and rocks too heavy to move. It was not much of a road, but it would do.

Meanwhile, General Braddock had been trying to get wagons. The government of Pennsylvania refused to help him. This government was controlled by Quakers who did not believe in fighting.

Benjamin Franklin knew that the French had to be driven from Fort Duquesne. He went to the farmers and borrowed more than one hundred and fifty wagons. To get the wagons, he promised to pay for any that were not returned. At last, Braddock's army was ready to march.

Indian scouts and men of the frontier slipped through the forests ahead of the soldiers. Over the road marched the British regulars. Behind them marched the colonial soldiers. Flags flew and drums beat as they advanced. The scarlet uniforms of the regulars were bright against

the fresh spring green of the surrounding forest.

In the rear came the heavy Conestoga wagons. The drivers shouted at the horses and oxen as the wagons bumped over rocks and stumps in the new road.

Up and down the long line of soldiers and wagons rode the officers. They were dressed as if they were on parade in far-off London. The lace was white at their collars and cuffs. The gold on their hats and uniforms was bright and shining. The silver on the saddles and bridles of their horses glistened in the sunlight.

So the army advanced, sleeping each night around the camp fires. Each day it moved a few miles closer to the enemy at Fort Duquesne.

Colonel Washington warns Braddock

George Washington was with the army. And Washington was uneasy. He and the other colonial soldiers knew that Braddock had no experience in back-



After an Indian raid

woods warfare. He told Braddock that the French and Indians would strike without warning. They would not come marching out to attack.

But Braddock looked at his men, the best soldiers in the British army. He looked at his heavy cannons. What could a handful of Indians and Frenchmen do against such a powerful force?

Then it happened. The army was only about eight miles from Fort Duquesne. War whoops shattered the silence. Bullets and arrows, tomahawks and knives tore into the British regulars at the head of the column. The men stood their ground, trying to find a target at which to shoot. There were no targets. There was only the green forest, with here and there a black puff of smoke.

Back down the road the soldiers ran in wild disorder, leaving their dead and wounded behind them. Braddock was dead. The battle was over. The French had won. As the army fled, the men heard the victory cry of the Indians echoing through the dark shadows of the forest trees.

Braddock's defeat left the settlers on the frontier without any defense. Indians swarmed through the western forests of all the colonies. Up and down the frontier, settlers lived in deadly terror, their rifles always within reach.

Frontier families never knew when the foe would strike. One moment all would be quiet. The next moment the Indians would attack. Then the forest would be quiet again, except for the crackling flames of a burning cabin.

Before long, the frontier cabins were deserted. Their blackened ruins stood in the forest clearings. The French and Indians ruled the western frontier.

The victory that won a continent

After Braddock's defeat, England and the colonies began to prepare for a long war. Nearly three years went by. Finally, the English were ready to strike some hard blows against the French.

One army seized Fort Duquesne. Other British troops seized French forts on the Great Lakes. Before long, the British had driven the French into Montreal and Quebec.

Quebec was the stronger of the two cities. There, in their forts on top of the cliff, the French made their last important stand in the New World. They were cut off from France by the British navy. They were surrounded by the British and colonial troops. But they did not give up.

Their one hope was to hold out until winter. Then the ice would drive the British fleet out of the St. Lawrence River. The bitter cold would force the British and colonial troops to return to New England.

The British, themselves, were worried. Their young general, James Wolfe, knew he could never win the battle by a direct attack on the forts. His only hope was to surprise the French.

How was he to do this? The summer was almost gone before he found an answer.

On a dark night in September, small boats loaded with British and colonial soldiers pulled away from the warships. Without a sound, they drifted into the black shadows at the foot of the cliff. Twenty picked men crept up a steep, rocky path and quickly silenced the French guards. Other soldiers followed them.

All through the night, the small boats came and went. All through the night, British and colonial troops crept up the path and hid themselves in the woods at the top of the cliff.

When the first streak of dawn appeared in the sky, General Wolfe gave the order to attack. His army started across the

open fields. The uniforms of the soldiers made a solid wall of red against the early morning sky. The bagpipes of the Scots screamed a wild battle cry.

The alarm was sounded in the French camp. Bugles blew and drums rolled to call the men to arms. Out they went to meet the enemy. In front, ran Indians covered with war paint. Behind them marched the French soldiers in white uniforms.

The two armies met on the high, open plateau behind the city of Quebec. Far below, the St. Lawrence River rolled toward the sea.

The French were caught by surprise, and the battle was soon over. General Wolfe and the French general, Montcalm, both were dead. Quebec was in British hands.

In the darkness of the night, the British and colonial troops silently climbed the steep bluff. At dawn one of the most important battles in the history of America began.



The French had lost the battle. They had lost the war. They had lost the continent of North America.

In the peace treaty that followed, the French gave New France to England. They gave all of the land west of the Mississippi River to Spain.

But the French settlers remained. To

this day, the farmers along the lower St. Lawrence River speak French. Both French and English are taught in the schools. In the city of Quebec, both languages are spoken on the streets. New France changed hands in 1763. But the people, themselves, remained much the same.

People from Many Lands Begin to Think of Themselves as Americans

The people in the English colonies greeted the end of the war with joy. In the towns and villages they built huge bonfires and held parties for the returning soldiers.

Many of the colonists did not wait to celebrate in this way. They were the pioneers who had fled from the frontier in the opening months of the war. Back they went into the forests to rebuild their ruined cabins and clear new fields for crops. The march to "the West" had started again.

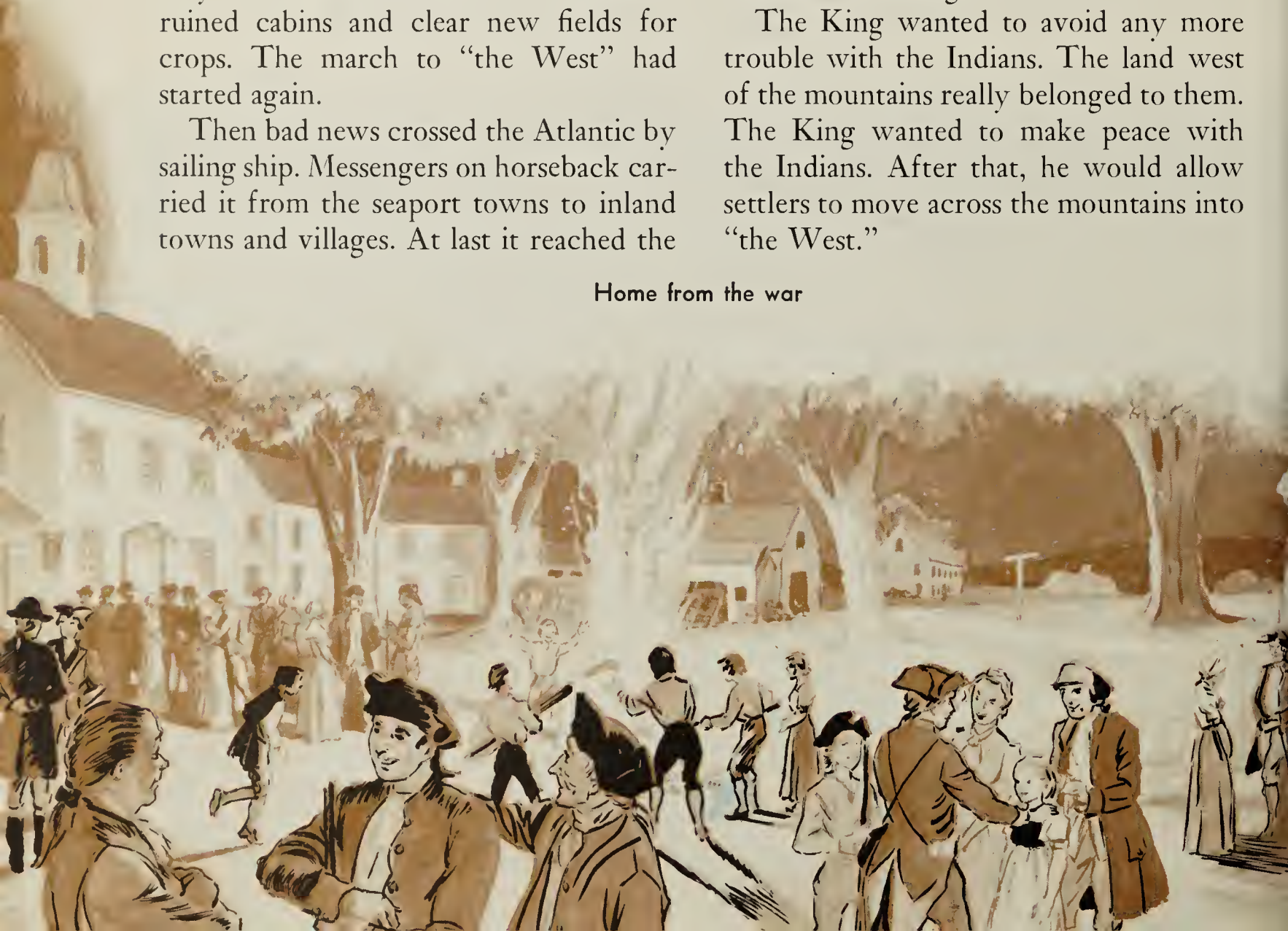
Then bad news crossed the Atlantic by sailing ship. Messengers on horseback carried it from the seaport towns to inland towns and villages. At last it reached the

frontier. The King of England had forbidden settlers to cross the mountains. "The West" was closed until further notice.

Men talked about this news on village streets and forest trails. The more they talked, the more angry they became. They had fought the war to win the western country. Why did the King stop them from settling it?

The King wanted to avoid any more trouble with the Indians. The land west of the mountains really belonged to them. The King wanted to make peace with the Indians. After that, he would allow settlers to move across the mountains into "the West."

Home from the war

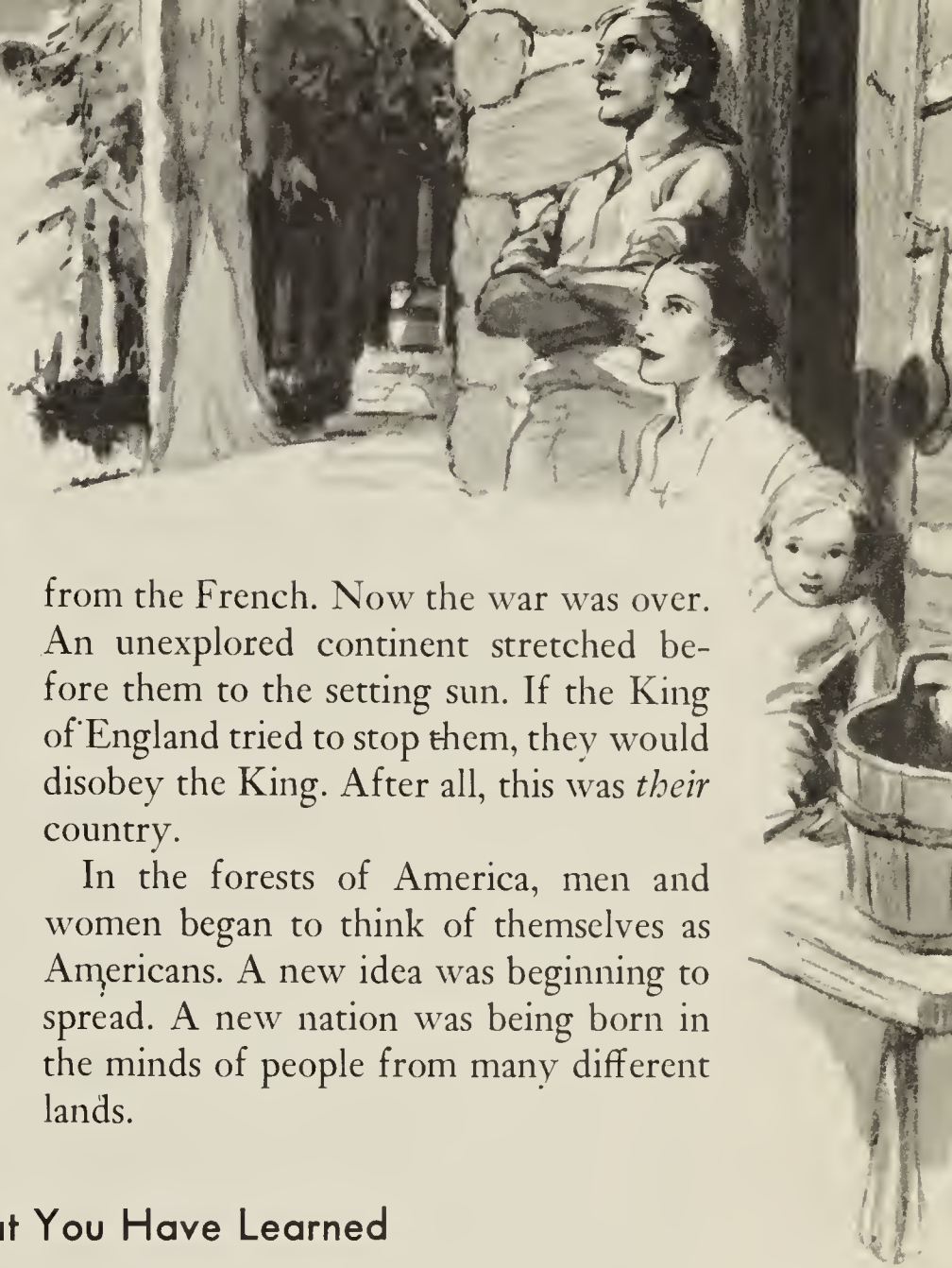


An idea begins to spread

Most of the settlers did not care what happened to the Indians. They were interested in the western country. They thought about it in the evenings as they rested in the doorways of their cabins. As the clearing around them grew darker, they listened to the cry of some forest creature, the hoot of an owl, and the lonesome sound of the wind in the trees. And as they listened, they dreamed. They dreamed of adventure, and of farms.

In an earlier time, men in Europe had dreamed of exploring the unknown Atlantic Ocean. Now the men of the frontier dreamed of exploring the unknown forest in the West.

This was *their* forest. They had dared to settle it. They had helped to win it



from the French. Now the war was over. An unexplored continent stretched before them to the setting sun. If the King of England tried to stop them, they would disobey the King. After all, this was *their* country.

In the forests of America, men and women began to think of themselves as Americans. A new idea was beginning to spread. A new nation was being born in the minds of people from many different lands.

Thinking about What You Have Learned

1. What land was called “the West” by the colonists who lived along the Atlantic coast? What part of our country do we call “the West” today?

2. Why were the French and English both eager to control the country west of the Appalachian Mountains? What were the three main gateways into “the West”?

3. On the map on page 169, move your finger up the St. Lawrence River and across Lake Ontario and Lake Erie into the valley of the Ohio River. Who controlled this gateway into “the West”?

4. On the same map, move your finger through the Hudson-Mohawk gateway, from New York City to Lake Erie.

Who held the eastern key to this gateway? Who held the middle key? Who held the western key?

5. Find Fort Duquesne on the map on page 169. This was the key to the Ohio gateway. Who held it? What modern city stands on this spot?

6. Using the scale of miles on this map, measure the distance from Baltimore to Fort Duquesne.

Explain why the journey overland from Baltimore to Fort Duquesne would have covered many more miles than the distance you measured.

7. Imagine you are an Indian scout sent out by the French to learn about Braddock’s plans. Tell what you might have seen and learned.

Use the pictures on pages 170 and 171 to help you.

8. Why was the defeat at Quebec such a serious blow to the French?

12 The COLONISTS WIN Their INDEPENDENCE

By 1763, men and women from England had built colonies all over the world. England was the mother country. The colonies were her "children."

Thirteen of England's colonies were located along the Atlantic coast of North America. These were her American "chil-

dren." As the years passed, they grew larger and stronger. The children were growing up. They no longer depended upon England for everything they needed. They began to disagree with the mother country. After 1763, the disagreement grew into a quarrel.

What the Quarrel Was All About

In most cases, there are two sides to a quarrel. This was true of the quarrel between England and the American colonies.

For many years, the British government had passed laws to control the business of the colonial merchants. The merchants did not object to some of these laws. For example, they had to sell all the tar they produced to the British for use in the Royal navy. But the British paid good prices for the tar.

There were other laws the merchants did object to, however. They were not allowed to make iron products or beaver hats. They were not allowed to buy sugar and molasses where they wished. Instead, they had to buy them from British planters in the West Indies.

For a long time, the British government did not try to enforce many of these laws. But in 1763, the British said they were going to enforce all the laws. Many colonial merchants objected strongly. Soon there was trouble.

Trouble over taxes

Englishmen thought of the American colonies as only a very small part of a large and growing family. It cost money to support this family. Englishmen thought the Americans should be willing to help. Someone had to pay for the army which England sent wherever it was needed.

The British Parliament decided to raise money by new taxes on the colonists.



Most of the members of Parliament did not question their right to collect taxes from people living in English colonies.

The trouble was that Englishmen remembered the colonies as they were in the early days. Then there were merely a few small villages that depended on the mother country for almost everything. But by 1763, nearly two million people were living in the American colonies. For more than a hundred years, the colonists had been electing many of their own officials and making many of their own laws.

The colonists were angry when Englishmen told them what to do. What right had the British Parliament to tell them they must pay taxes?

The colonists wanted to be treated as equals. They wanted to elect their own representatives to sit in the British Parliament and help make the laws. When taxes were mentioned, the colonists cried, "No taxation without representation!"

The first really big trouble came in

1765 when Parliament passed a new tax law called the Stamp Act. This law ordered the colonists to buy stamped paper for newspapers, advertisements, deeds to land, calendars, and many other articles. The colonists were angry. This was taxation without representation!

Many of the colonists joined clubs and called themselves "Sons of Liberty." The members of these clubs promised not to buy any goods made in England.

Meanwhile, leaders from nine of the colonies met in New York. They agreed that all of the colonies should unite against the Stamp Act. Then they sent a message to England asking Parliament to repeal the tax law.

Not all of the members of Parliament were in favor of taxing the colonists. One famous member, William Pitt, argued hotly against the Stamp Act. Also, English businessmen were losing money because the colonists would not buy their goods. After much debate, Parliament repealed the law.

Some Englishmen strongly supported the colonies. One of the most famous of these was William Pitt, shown here speaking in Parliament.





The Boston Tea Party

After the repeal of the Stamp Act, the colonists began to hope that the British had given up the idea of taxing them.

Then, in 1773, more bad news reached the colonies. The British were sending shiploads of tea to all of the big seaports on the Atlantic coast. The colonists would have to pay a tax on the tea. Worse still, all of the tea would be sold by the agents of a powerful British company. Not a single colonial merchant could sell even a pound of it.

Once again the colonists acted. In every city and town the "Sons of Liberty" met to decide what to do. In Charleston, South Carolina, they unloaded the tea and stored it in a cellar. In Philadelphia and New York they did not allow the ships to unload. And in Boston they had a "tea party."

On the night of December 16, a crowd of men gathered in the Green Dragon Tavern near the Boston water front. They smeared their faces with paint and grease

and dressed like Indians. Then they hurried through the dark streets to the wharf where the British tea ships had docked.

Quickly they silenced the guards and went to work. Hatchets smashed open the boxes of tea. Men carried the broken chests to the railings and poured the tea into the harbor. While they worked, hundreds of people stood on the wharf and watched them in silence. When every box had been destroyed, the men marched away to the tune of a fife.

When the King heard about the "tea party," he ordered the port of Boston closed to all trade. Nothing could be shipped in or out of the city until the people paid for the tea.

The King also told the people of Massachusetts that they could govern themselves no longer. They were not allowed to hold town meetings or to meet in the legislature. General Gage with three thousand troops was sent to Massachusetts to rule the colony in the name of the King.

The colonists unite again

By 1773, the colonists were becoming united. Each town and city had a committee of men who carefully wrote down all the news as soon as it happened. Horseback riders carried the letters at a gallop from one town to the next. The news of what the King had done to Massachusetts soon reached the towns in the other colonies.

The "Sons of Liberty" met again to decide what to do. Soon, food and clothing began to pour into Boston. Ox carts creaked over the country roads in the dead of night and entered the sleeping



Farmers and shopkeepers become soldiers.

city. In the daytime “Minute Men” gathered in the towns and villages and began to drill with their muskets. They called themselves “Minute Men” because they were getting ready to fight at a minute’s notice.

While all this was happening, a group of men began to gather in Philadelphia. They were the leaders from the different colonies. Most of them had made the journey on horseback. Some of them had been several weeks on the road.

These men came together as representatives of the united colonies. They met as members of the First Continental Congress and sent a message to the King.

We are loyal British citizens, they said. We do not want to make trouble. But the people of Massachusetts have a right to govern themselves. They have a right to trade with the other colonies. We will not buy any English goods until you allow them to live as free men. We are now going to return to our homes. If you do not listen to our requests, we will plan to meet again next spring to take further action.

During the winter of 1774 and 1775, the colonists began to prepare for war. They stored powder and shot in barns and other buildings. Talk of fighting was in the air.

Patrick Henry's famous speech

In the spring of 1775, a lawyer named Patrick Henry made a speech in Virginia. “There is no longer any room for hope,” he told the other members of the Virginia convention. “If we wish to be free . . . we must fight! I repeat it, Sir, we must fight!”

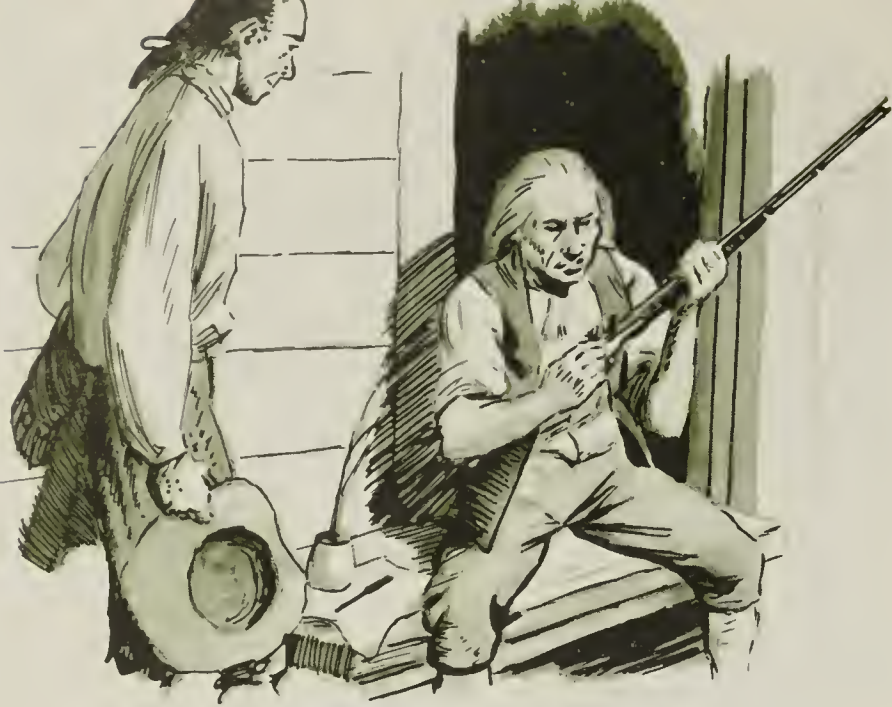
“Gentlemen may cry, peace, peace!—but there is no peace. . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!”

British spies and colonial Minute Men

The British were alarmed by this kind of talk. They were alarmed, too, by reports that the Minute Men were collecting powder and shot.

In Boston, the British commander, General Gage, knew that ammunition was being stored in nearby Concord. He sent spies to discover exactly where the ammunition was hidden.

One of these spies was Private John Howe. He left Boston early one morning dressed as a Yankee working man. Now



Old men were "Minute Men," too.

and then he stopped to talk to people along the road. They took him for a Yankee, and talked freely. Before long, he learned where the powder and bullets were stored. He also learned that old men and young alike had joined the Minute Men.

Near Lexington, he stopped at a house to buy food. An old man was cleaning his musket. Private Howe asked him what he was planning to shoot.

"A flock of redcoats at Boston," the old man said. "They would make very good marks."

"I asked him how old he was," Howe wrote later. "He said seventy-seven."

When Private Howe returned to Boston, General Gage was pleased to get Howe's complete report. But he only

laughed at the idea that old men and boys could make any trouble for trained British soldiers. The thing to do was to march to Concord and seize the ammunition. That would end all the trouble.

"The shot heard round the world"

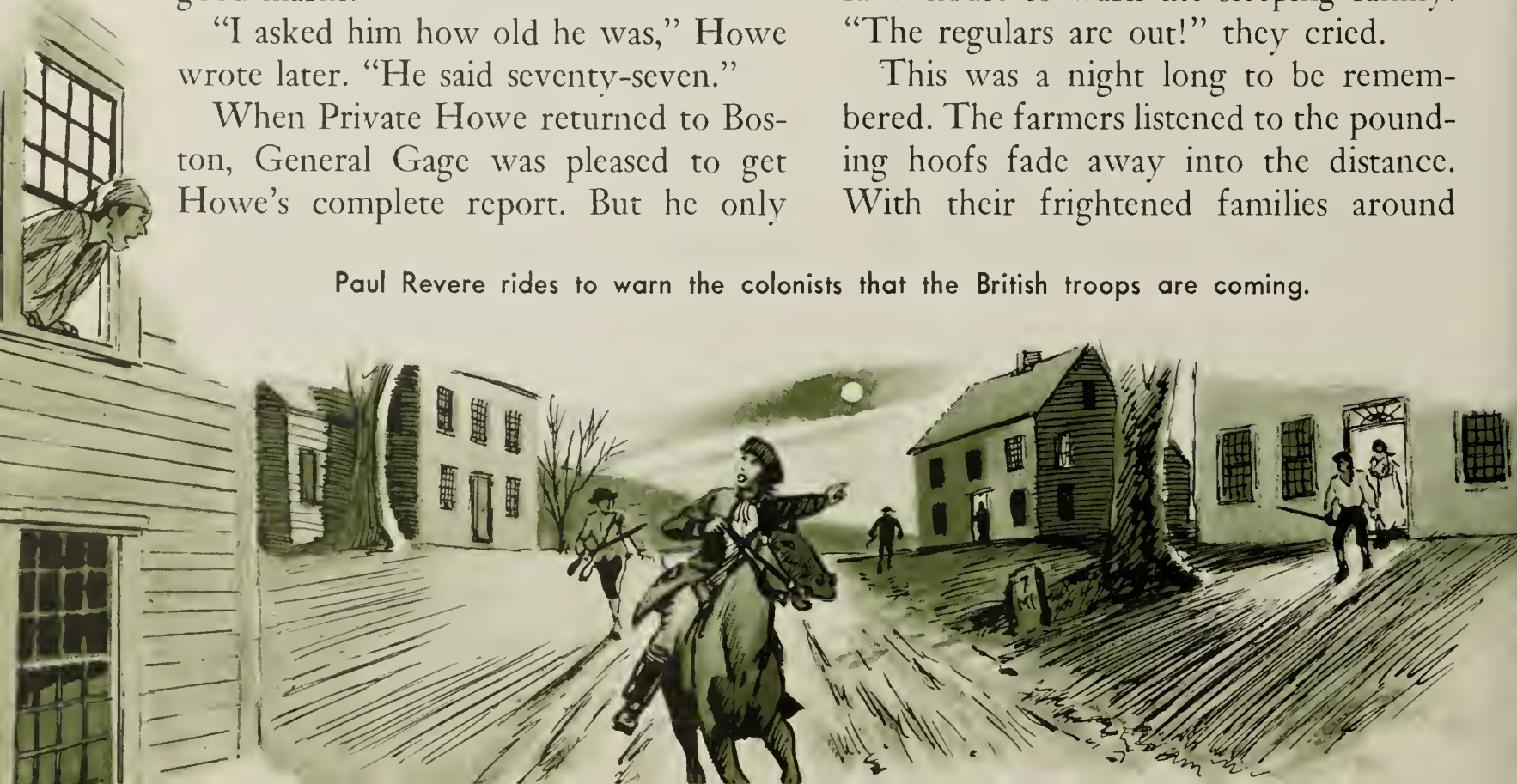
Colonial spies quickly learned that the British planned to march. But when? And where? The colonists had to know. Day and night, they carefully watched the redcoats in Boston and the British warship, "Somerset," swinging at anchor.

Night after night passed, and nothing happened. Then, on the evening of April 18, British troops lined up on Boston Common. The watchers pricked up their ears. They peered into the darkness. The troops were rowing to the opposite shore, boatload after boatload of them. The time had come. The British were marching.

Paul Revere and "Billy" Daves mounted swift horses and rode into the night to warn the countryside. Traveling by different routes, they headed for Lexington. Over the country roads they galloped, stopping only long enough at a farm house to warn the sleeping family. "The regulars are out!" they cried.

This was a night long to be remembered. The farmers listened to the pounding hoofs fade away into the distance. With their frightened families around

Paul Revere rides to warn the colonists that the British troops are coming.





Lexington. The war begins!

them, they pulled on their clothes and took their muskets down from the wall. Then they hurried across the fields to Lexington.

Early in the morning of April 19, the redcoats reached Lexington. They found a small group of Minute Men lined up on the village green, waiting for them.

No one ever knew who fired the first shot. There were the colonists, standing with their muskets ready to fire. There were the redcoats, lined up in perfect ranks. There were the British officers, riding across the green to warn the colonists to go home. And suddenly a shot! Then a volley. The little group of Minute Men broke ranks. Eight of their number lay dead, and others wounded, on the grass.

The British marched to Concord. At the town's North Bridge, another sharp battle was fought. As Ralph Waldo Emerson later wrote, the colonists had "fired the shot heard round the world." War between England and the American colonies had begun.

By this time, the British were alarmed

at the number of Minute Men swarming over the countryside. They started back to Boston. And then the trouble began.

Colonists fired on them from behind stone walls and barns and clumps of trees. At first, the redcoats marched bravely in good order. But by the time they reached Boston, they were staggering along, covered with bandages. That night, the British guards in Boston saw a ring of camp fires around the city. They were the camp fires of the Minute Men.



1. Give some reasons why there was trouble over taxes between the American colonists and the British government.

What did the colonists mean when they cried, "No taxation without representation"?

2. Why did a group of colonists in Boston decide to hold a "tea party"? What did the King of England do when he heard about it?

3. In Virginia, what did Patrick Henry say that showed he placed a very high value on liberty?

If you have read of other persons who believed liberty was worth so much, tell your classmates about them.

Why the Declaration of Independence Was Important

Even after the fighting started, many Englishmen and Americans still hoped to settle the quarrel without going to war. But many people in England and America believed that it was too late to turn back. Then, in 1776, the colonists took the final step. They wrote the Declaration of Independence.

When the Declaration of Independence was written, most people in the world were ruled by kings. The people themselves did not choose the kings. The people did not help to make the laws. In most countries at that time, there were two kinds of people—the rulers and the ruled.

Now look at the Declaration of Independence. “All men are created equal,” we read. To be sure, this was not a new idea. The Quakers had believed it for a long time. Many other people in a number of different countries believed it. But to most people, it was a new and exciting idea in 1776.

Keep on reading and you come to a

The people declare their independence.



second idea that was new to most people in 1776. God has given men and women certain rights . . . “that among these are Life, Liberty, and the pursuit of Happiness.” These words tell us that freedom comes from God. It is not something that kings or other rulers can give or take away as they please.

Then we come to a third idea. It, too, was new and exciting to most people. Governments get “their just powers from the consent of the governed.” This means that governments belong to the people. The people, themselves, have the right to choose their own officers and to make their own laws.

Who wrote this Declaration that has meant so much to the world?

The Congress selected a committee of five men to write it. These five men were Thomas Jefferson of Virginia, Benjamin Franklin of Pennsylvania, John Adams of Massachusetts, Roger Sherman of Connecticut, and Robert R. Livingston of New York.

It was Thomas Jefferson who did the actual writing. For eighteen days, Jefferson wrote and rewrote. Benjamin Franklin and John Adams gave their suggestions. Then the members of the Congress made some changes. Finally, on July 4, 1776, the Congress adopted the Declaration.

Copies of the Declaration were printed and carried far and wide throughout the land by swift riders on horseback. Cannons boomed and bonfires blazed as the people celebrated. In Philadelphia, where

the Congress was meeting, the Liberty Bell was rung.

All through the war, when men and women became tired and discouraged, they turned to the Declaration of Independence and were filled with new hope.

These ideas were worth fighting for, men believed. They were worth dying for, if that were necessary.

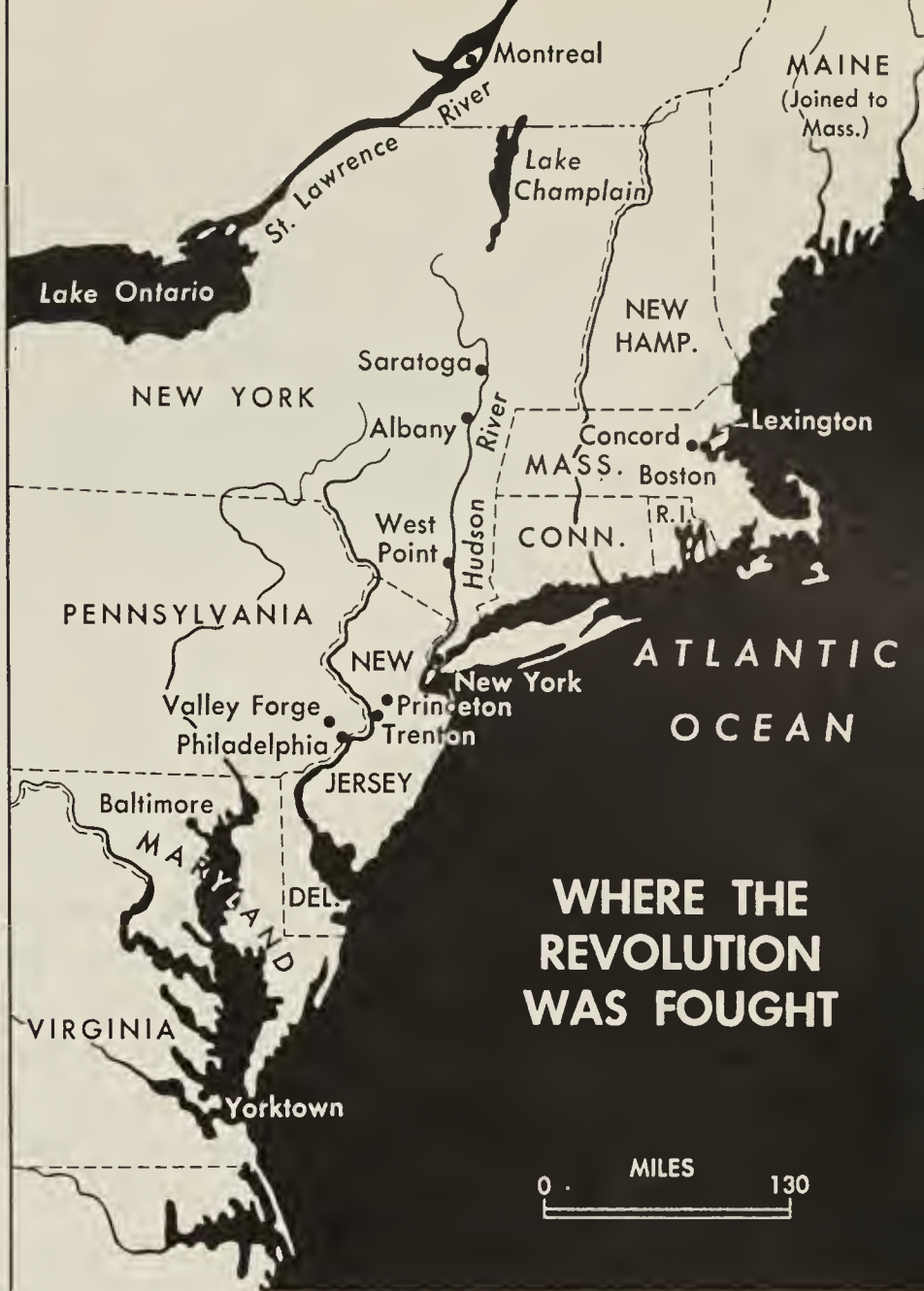
Men gave their lives in the American Revolution in order that Americans might be free and independent. And, as the years have passed, people in other countries have found hope for freedom in the Declaration of Independence.



1. The picture on the opposite page shows a scene that took place in many towns and villages in 1776. Why do you think the people were so interested?

2. Name three ideas in the Declaration of Independence that were new and exciting to most people in 1776.

3. Why do you think these ideas are still important to us today?



How Inventions Helped the Colonists Win the War

Because they lived in a new country, the colonists had to make most of the tools and furniture they used. From the time of the first settlers, they were always discovering new and sometimes better ways of doing their work.

During the war, they kept right on inventing. Some of their inventions helped them win the war. They invented new ways to make gunpowder and iron for their cannons. They even invented a submarine, which was interesting, even if it did not work very well.

The long rifle helps win the war

The long rifle was one of the weapons that helped the Americans win their freedom. On the frontier of Pennsylvania, skilled gunsmiths experimented with different types of guns until they built the long rifle. By 1775, nearly every frontiersman owned one. It was his most valuable possession.

When George Washington was made commander-in-chief of the American army, he urged the men of the frontier to

enlist. He knew the British soldiers did not have guns like this. They could not begin to shoot as well as the men from the frontier.

A few months after the battle of Lexington, more than fourteen hundred frontiersmen arrived at the American army camp outside Boston. It was a great day. Farm families came from miles around to see these men who were going to help win the war. British spies were also in the camp. General Washington knew this, but he gave orders to let the spies stay.

The riflemen lined up at one side of a large field. They wore hunting shirts and leather trousers. In their hands were the longest rifles most of the people had ever seen. On the other side of the field was a row of poles set in the ground. When the people saw what the men were going to do, they began to laugh among themselves. No gun could shoot *that* far.

Then the frontiersmen began to fire. They kept on firing until the poles were torn into splinters by the bullets. Long

before this happened, the crowd had stopped laughing.

Later, it was reported that one of the British generals offered a reward for the capture of an American rifleman "complete with shooting iron." Nothing in all America, not even the Indians, alarmed the British soldiers more than the long rifles in the hands of frontiersmen.

Homespun, bullets, and gunpowder

It took more than expert marksmen to win the war. The Americans needed clothing and blankets, gunpowder and bullets, and many other articles. Where could they get them? Few American ships could bring supplies from Europe. The Royal Navy had blockaded the coast.

But here and there was a Yankee sea captain who was willing to risk his life and his ship. All through the war, these Yankee ships slipped in and out of American harbors. They brought cannons, powder, and supplies of all kinds from

Frontier marksmen show their skill.



France, Spain, and other countries. But most of what the Americans needed they had to produce for themselves.

In every American farm house, the women and girls were busy at their spinning wheels and looms. They made home-spun clothing and blankets for their families and the soldiers. The hardest job of all was combing out the tangled raw wool into clean, straight fibers.

You will remember that Columbus started to work as a wool worker in his father's shop in Genoa. He sometimes helped to comb, or "card," the wool. Three hundred years later, in 1776, Americans were still carding wool in much the same way.

They used combs, or "cards," which were squares of leather filled with wire teeth. These were made by hand. It is easy to believe that there were many sore fingers in America during the early years of the war. Then Oliver Evans, a young inventor from Delaware, invented a machine to make the "cards."

The women still had to spin the thread and weave it into cloth. They still had to sew the cloth into clothing. But now, for the first time in history, a machine did part of the work for them.

Gunpowder, bullets, and guns were more difficult to make. Before long, however, the Americans had turned barns and flour mills into small powder factories. They produced their own iron and steel and built the machines they needed. With every year that passed,



Women at home help to fight the war.

they were becoming more independent of England.

The "Great Chain"

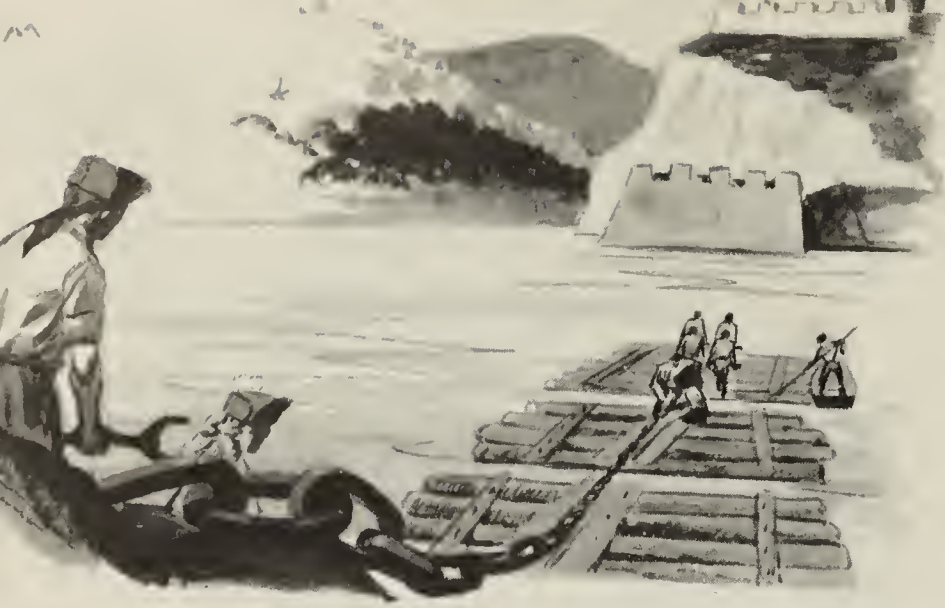
One of the most remarkable things the Americans did was to build the "Great Chain." This was an invention only in the sense that it was larger than any chain that had ever been built.

When the war started, it was clear that the British could cut the colonies in two. To do this, they would have to send their fleet up the Hudson River. Then New England would be cut off from the other colonies. How could the Americans stop the British from doing this?

Then someone had an idea. Build a great chain and stretch it across the river. Of course, no one had ever built such a chain. It seemed impossible. But there were plenty of men who were willing to try to do "impossible" things. One of these men was Peter Townsend, owner of the Sterling Iron Works.

Mr. Townsend listened while the committee explained what was wanted. It was a huge iron chain more than a quarter of a mile long. Each of the 750 links would be two feet long. Each link would weigh





Doing the "impossible"

140 pounds. Twelve tons of anchors would be needed to hold the chain in place.

Peter Townsend signed the contract to do the job. For six weeks men worked day and night. Soldiers came from the army to help. Men built a road over the mountains from the iron works to the Hudson. Ox teams pulled sections of the chain over the new road.

At West Point, on the bank of the Hudson, the chain was put together and stretched across the river. Then it was anchored in place. No link ever broke. No British warship ever got by this chain. Peter Townsend and his men had done the "impossible."

The submarine called "The Turtle"

A daring idea that almost succeeded was that of a submarine. The war had just begun. The British fleet had anchored in New York Harbor. The warships were loaded with soldiers waiting to land. Washington and his army were camped on Manhattan Island, hoping to prevent the landing.

One midnight, General Washington and several of his officers walked out on a wharf in New York Harbor. They looked down at a tiny egg-shaped vessel. Its inventor, David Bushnell, called it "The Turtle." He planned to use it to blow up the flagship of the British fleet. It was not the first submarine ever built, but it was the first that was used to fight an enemy.

Sergeant Lee stepped out of the group, raised a trap door, and lowered himself into the strange ship. Once inside, he reached forward and turned the crank in front of him. While the officers watched, "The Turtle" moved slowly away from the wharf and was soon lost in darkness.

Sergeant Lee steered his tiny vessel toward the British flagship, "Eagle." Behind him he towed a "time bomb" filled

Many people thought it would be impossible to build a boat that could travel under water and be used to fight an enemy. David Bushnell did it. His mission failed, but his submarine worked.



with gunpowder. Soon the hull of the "Eagle" rose above him. Then he pulled a lever. "The Turtle" sank beneath the surface of the water. Carefully, Lee steered it under the flagship.

Everything had gone according to plan. But now the Sergeant ran into trouble. He was not able to screw the bomb through the copper plates that protected the hull. Finally, he had to give up.

Dawn was just breaking as he steered "The Turtle" away from the warship. The bomb, which had been set to go off, bobbed to the surface. It exploded with a mighty roar but caused no damage. The venture had failed.

When the weary Sergeant climbed

out of the submarine, he was taken before General Washington. The General thanked him and the inventor for what they had tried to do.

"The Turtle" did not change the course of the American Revolution. But the story about the submarine and other inventions helps us to understand something very important.

The people who were fighting for freedom and independence were willing to try new and different ideas. Nothing seemed impossible to them. And because these men and women from many lands were bold and daring, they finally built a new nation that was different from any that had ever existed.

Stirring Events Long Remembered

The men and women who lived through the years of the American Revolution shared many exciting memories. They passed these memories on to their children. They, in turn, passed them on to *their* children. So they have come down to us today. These stories, and others, are part of our nation's treasure house of memories.

The Battle of Bunker Hill

In June, 1775, the American soldiers occupied a hill on the Charles River. Across the river was Boston. The hill was known as Breed's Hill. Behind it rose Bunker Hill.

General Gage, the British commander in Boston, decided to drive the Americans from this position. From their rooftops, people in Boston watched the Brit-

ish troops row across the river and form ranks on the opposite bank.

Bugles sounded. Then the long lines of British soldiers began to move. Straight up the hill they marched. Their scarlet uniforms were bright against the green grass.

The Americans waited. The British lines reached almost to the crest of the hill, then broke like waves as the Americans opened fire. Afterwards it was said that an American officer, Israel Putnam, had given the command: "Don't fire until you can see the whites of their eyes!"

Three times the British lines charged up the hill. The Americans ran out of powder and had to retreat. The British won, but at a terrible cost. Behind them on the hill slope lay more than a thousand of their comrades.



Through darkness and sleet—on to Trenton!

Victory at Trenton

It was Christmas time, a year and a half after the Battle of Bunker Hill. Washington's army had been driven out of New York and across New Jersey. The Americans barely managed to reach the Delaware River ahead of the British. The Americans seized all the boats and crossed to the Pennsylvania shore. The British troops, close on their heels, moved into Trenton.

Most of the soldiers in the British ranks were Germans who had been hired by England. They thought the war was about over and began to celebrate the Christmas holidays. After Christmas, they planned to cross the river and destroy what was left of Washington's little army.

On Christmas night, Washington and his men crossed the icy waters of the Delaware. All night they marched along the snow-covered country roads toward

Trenton. Their feet were wrapped in rags. They left a trail of blood behind them as they trudged along.

Washington and his men reached Trenton at daybreak and caught the sleeping Germans by surprise. They took nearly a thousand prisoners. Then Washington struck swiftly at other British troops in nearby Princeton.

Washington's victories at Trenton and Princeton gave the Americans new spirit. One of the British leaders wrote, "All our hopes were blasted by that unhappy affair." The war was not over. Thanks to Washington's skill and the courage of his men, the war had hardly started.

Saratoga and the French

The Battle of Saratoga was one of the turning points of the war. After this victory by the Americans, the French decided to fight on the American side. French troops and the French navy later helped to defeat the British. For these reasons, the battle was one of the most important of all that were fought in the American Revolution.

In 1777, the British planned to end the war by cutting the colonies into two parts. The British army at New York was to move up the Hudson River. Another British army was to move south from Montreal. These two armies planned to squeeze the Americans between them.

It was a good plan, but something went wrong. The British army in New York did not move up the Hudson. As a result, the Americans met only one British army, not two. A fierce battle took place at Saratoga, just south of Lake Champlain.

The British were hundreds of miles from their base in Montreal. They had cut their way through the wilderness. They were surrounded by the Americans and forced to surrender.

Spirits sank in England when news of the defeat reached the people. But Americans in France threw their hats in the air. They knew that now the French would join them in the war against the British.

That is exactly what happened. General Lafayette and other young French officers brought new hope and strength to the men in Washington's army.

Winter at Valley Forge

The Americans needed all the strength they could get, for the winter of 1777 and 1778 was one of the hardest of the

entire war. General Washington and his ragged troops spent the winter at Valley Forge, a few miles away from the British troops in Philadelphia.

The Americans lived in small log huts. Their clothing was worn and thin. Many of the soldiers had no shoes. They were short of food. But they did not despair. Faith in the independence for which they were fighting kept them from giving up the struggle.

The German officer, General Baron Von Steuben, drilled those who were not too sick to stand. When the long winter came to an end, Washington's army was still together and ready to fight. Most of this small band of loyal men remained with Washington until the day of final victory.

Washington keeps up the courage of his men at Valley Forge.



The final victory

The final victory came at Yorktown, Virginia, on the shores of Chesapeake Bay. The British, under General Cornwallis, were surrounded by the Americans and French. The British were hopelessly caught. They surrendered to General Washington, and the long war came to an end at last. This was in 1781. Two years later, in 1783, the peace treaty was signed in Paris.

What did the Americans win?

They won a huge area of land. The wilderness between the Appalachians and the Mississippi was given to the new nation. England kept the colonies in what is now Canada. Spain kept Florida, a strip of land along the Gulf of Mexico, and the land west of the Mississippi.

Most important of all, the Americans won their independence. They were now free to build a new nation under a new form of government. What would they do with their freedom? In 1783, no one knew. Only time would tell.

Thinking about What You Have Learned

1. What do you think was the most important thing the Americans won in the Revolutionary War? Why?

2. Suppose you were a member of the "Sons of Liberty" in Massachusetts. Write a letter to a friend of yours in Pennsylvania, telling why you decided to join the organization.

3. What do you think Ralph Waldo Emerson meant when he wrote that the Minute Men had "fired the shot heard round the world"?

4. Use the picture on page 184 to explain why the long rifle played an important part in the winning of the war.

Why do you think a British general offered a reward for an American rifleman "complete with shooting iron"?

5. From what country did each of these men come during the American Revolution? —General Baron Von Steuben, General Gage, General Lafayette, General Cornwallis.

On which side did each one fight?

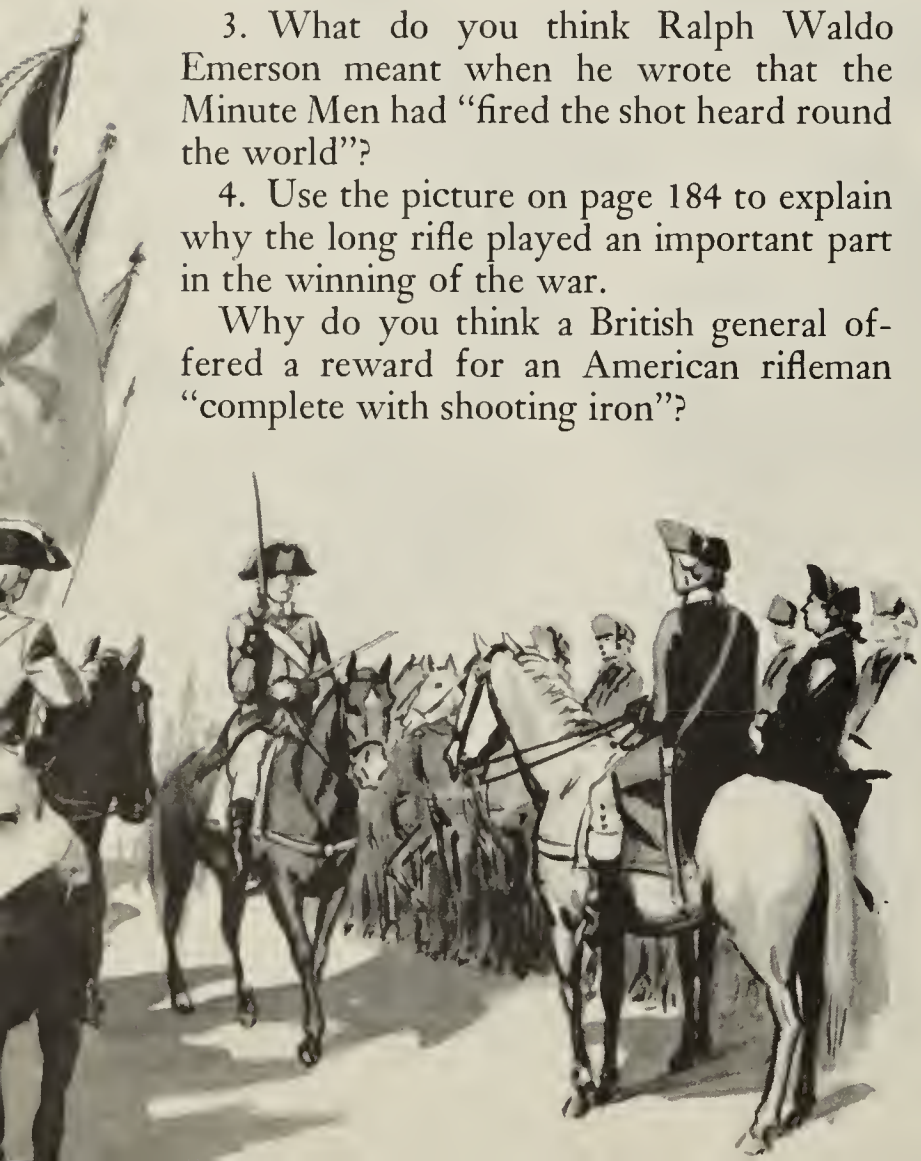
6. Ask your teacher to read you "Paul Revere's Ride" by Henry Wadsworth Longfellow. Draw a picture to show how the poem might be illustrated.

7. With a group of your classmates, dramatize the trip of the British spy, John Howe, to discover where the Minute Men were hiding their ammunition. Include the scene in which he makes his report to General Gage.

8. Make a collection of pictures for the bulletin board to show the kinds of tools and other articles Americans were using at the time of the Revolutionary War.

Your collection might include spinning wheels, "cards," long rifles, candle molds, candle snuffers, bullet molds, kettles, and pans.

If there is a museum in or near your community, you may wish to plan a trip to see the colonial exhibits.



Surrender at Yorktown

13 BUILDING A NEW NATION

One day in 1782, a messenger delivered a letter to General Washington. Washington opened the letter and began to read. His face flushed with anger.

The letter was from one of his friends, an officer of high rank in the army. The war is over, the friend wrote. We need a new government for our new nation. Will you be King? Say "yes," and the army will seize control of the country for you.

General Washington was surprised and angry. He had not fought the war to become a king. He had fought to free his country and to give the people the right to govern themselves. He wrote an answer to the letter. "Sir," he began, ". . . if you have any regard for your country, or respect for me . . . banish these thoughts from your mind."

Yet something had to be done. The Continental Congress was too weak to

govern the country. It was hardly more than a committee of men from each of the thirteen states. Even during the war, it could not make the states pay for the army. It could only ask the states to provide money. But the states did not always help. For months, the Congress did not have enough money even to pay the soldiers.

Finally, in 1783, a group of about eighty soldiers marched to Philadelphia and surrounded the building where the Congress was meeting. They demanded their pay, threw rocks, and even pointed guns at the windows. No one in Philadelphia could stop them. The members of Congress packed their belongings in carts and fled in the dead of night to Princeton, New Jersey.

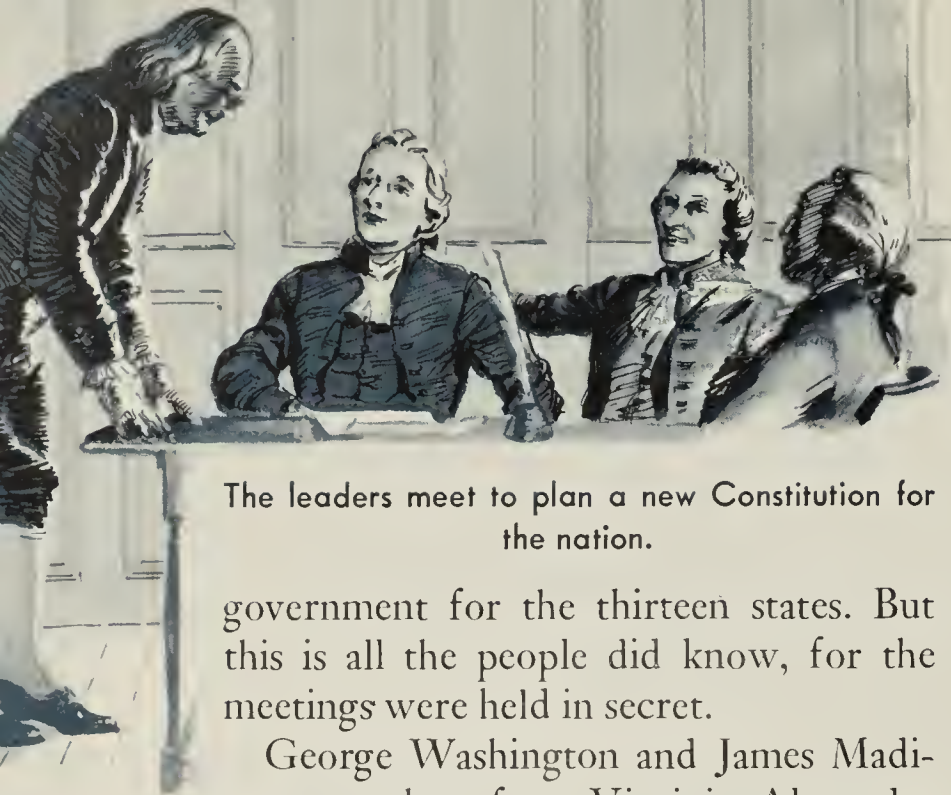
Incidents like this led many people to believe that they needed a much better government than the one they had.

Meeting to Plan a Better Government

In the spring of 1787, leaders from all of the states began to arrive in Philadelphia. Some came by ship. Others rode in on horseback with extra clothes packed

in their saddlebags. Before long, the people of Philadelphia knew most of the visitors by sight. They knew, too, that these men were meeting to plan a better





The leaders meet to plan a new Constitution for the nation.

government for the thirteen states. But this is all the people did know, for the meetings were held in secret.

George Washington and James Madison were there from Virginia. Alexander Hamilton had come from New York. Benjamin Franklin, who lived in the city, came to the meetings every day. He was the oldest man in the group and had not much longer to live. But he was still the same old Benjamin Franklin, full of jokes and good humor, wise and kindly and intelligent.

Every morning, after the delegates had gathered, guards locked the doors. Visitors were kept at a distance. The guards also covered the nearby streets with sand. This was done so that the sound of passing carts would not disturb the meeting.

The delegates write a Constitution

Instead of trying to patch up the old government, these wise leaders decided to plan a completely new government. They hoped to plan one that would be better than any that had ever existed.

These men knew that if they succeeded, the people would praise them. But they also knew that if they failed, they would be in serious trouble. So they

worked in secret through the hot summer days, while the flies buzzed in and out of the windows.

George Washington was chairman of the convention. His job as chairman was to keep order and give every delegate a chance to speak. This was not an easy job. Each delegate had his own ideas about the way to solve the country's problems. The delegates often disagreed among themselves, and sometimes there were loud, angry words. Then Washington would rap his gavel on the desk and call for order.

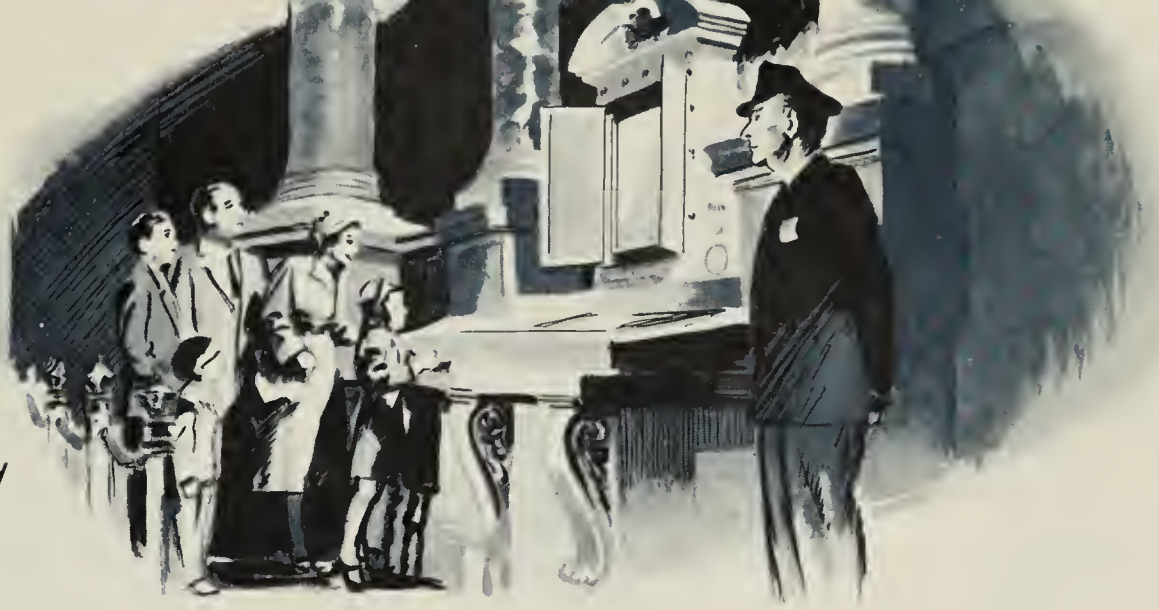
Sometimes, when the delegates were tired and worried, Benjamin Franklin would get up and tell a funny story. Then everyone would laugh and go back to work.

At last, on September 17, the new plan was written down on paper. It was called the Constitution.

One by one the delegates walked to the front of the room and signed their names. Then they said good-bye to their friends and started for home. They had to explain to the people in their states what they had done. The plan could not be adopted until at least nine of the thirteen states voted for it.

The original copy of the Constitution can be seen today in the nation's capital. Visitors can see it in a place of honor near the Declaration of Independence. These two great papers are carefully guarded, for they mean so much to the American people. The Declaration of Independence states the ideals in which we believe. The Constitution describes the government under which we live.

Today the Constitution is on display
in Washington.



How the Constitution Met the Needs of the New Nation

People cannot live and work together without some form of government to guide them. This has been true as long as men have lived in groups. All of the people we have read about in this book had rules, or laws, and leaders to enforce the laws.

Why government is important

Even small groups of people need leaders to guide them in their work and play. We elect a chairman and make rules for a class meeting. We choose leaders and follow rules in the Boy Scouts, the Girl Scouts, and other clubs. We have umpires and referees to enforce the rules when we play baseball and other games.

We could not live together, or even play together, if each person were completely free to do as he pleased. Without government, we would be nothing but lawless mobs of people. No one could own anything unless he, himself, was strong enough to keep others from taking it away from him. No one could be safe. No one could be free from fear.

Playing by the rules

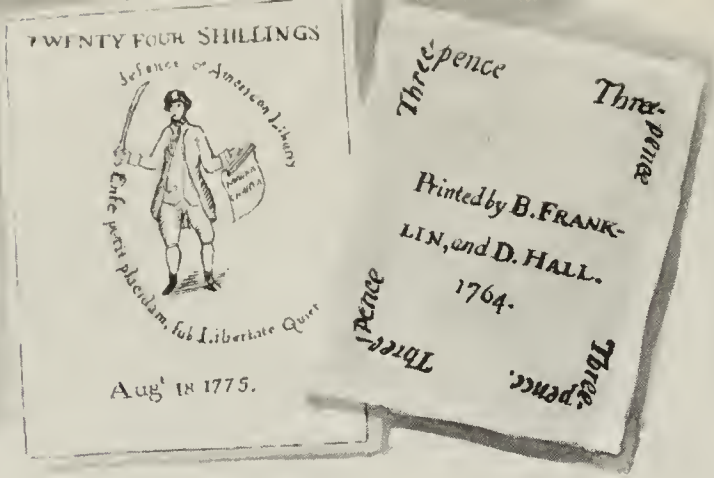
Why free men must control their own government

Not all kinds of government are equally good. At the time the Constitution was written, most countries were ruled by kings. Some of these kings had absolute power. They made the laws and enforced the laws. The people, themselves, had no rights that the kings did not choose to give them.

People who objected to what the kings did were thrown into jail. Sometimes they were cruelly punished and put to death. In some countries today, dictators hold all the power, much as the absolute kings used to do. In these countries, the people are not free.

To be free, people must have the right to help make the laws. They must also be





The new nation needed one kind of money—not many kinds.

willing to obey the laws, and to serve the government if they are needed.

The men who wrote the Constitution began with the words, “We, the people of the United States . . .”

These words remind us that the government of the United States belongs to the people. “We, the people” have the power to govern ourselves. We do this by electing representatives and senators who meet in Congress and make the laws. This is called “representative government.” And because today every adult American citizen has the right to vote, we say we have a “democratic government.”

When the thirteen original states adopted the Constitution, they were at last united under a single government. They became the *United States*. Since that time, many other states have entered the Union.

How the Constitution solved many problems

The Constitution made it possible for the American people to solve many of their problems. The new nation of thirteen states needed a single army and navy, not thirteen different armies and

navies. It needed a central government that could declare war or peace, not thirteen different governments. It needed a central government to decide what to do with western lands.

The new nation needed a single postal system, not thirteen different postal systems. It needed a single system of money, not thirteen different systems of money. It needed money to pay its debts and to run the government.

All of these problems were important to all of the people. A strong national government could help solve them. The Constitution gave the Congress of the United States power to solve these problems. Congress could raise an army and navy, declare war or peace, control the western lands, build roads and post offices, and coin money and collect taxes.

In order that the government would always belong to the people, no one government official was given too much power. The members of Congress had the job of making the laws. The President and his assistants in the Executive Department had the job of enforcing and administering the laws. The Supreme Court had the job of settling any disagreements or misunderstandings that might arise.

The Constitution is “the supreme law of the land.” It belongs to the people, and only the people have the right to change it.

The Constitution protected the states

The Constitution did not give the national government unlimited power. The men who wrote the Constitution did not

want the national government to become so strong that it would swallow up the states.

These men knew that the state governments could do many jobs better than the national government could hope to do them. For this reason, jobs such as building and running the schools was left to the states. So, too, were many other jobs. In fact, all powers not given to the national government were left to the states.

The Constitution protected the rights of the people

Perhaps most important of all, the Constitution protected the rights of the people. To help make sure of these rights, ten amendments were added to the Constitution. These amendments, or additions, are called "The Bill of Rights."

Remember how Lord Baltimore and William Penn fought for the right of every man to worship God in his own way? This right was written in the First Amendment.

Remember how Roger Williams fought for the right of every man to say what he believed to be true? This is the right we call "freedom of speech." It, too, was written in the First Amendment.

There are other rights that are just as important to us. The Bill of Rights says that no officer of the law can enter a person's house without a special search warrant. It also says that a person cannot be punished for a crime unless he is found guilty before the law.

All these and other rights of the people were written in the first ten amendments to the Constitution.



Freedom of speech

As the years passed, people in other lands heard about the freedom men enjoyed in America. They heard, too, about the great stretches of empty country reaching westward toward the setting sun.

People came to the new nation, thousands upon thousands of them. They came in search of freedom and a better way of life. In the United States, they saw their dreams come true. And the new nation was stronger because they came.

Some of the men who worked through the long, hot summer days of 1787 writing the Constitution lived to see these things happen. Here was the best possible proof that the government they had planned was good.



1. Why are the Declaration of Independence and the Constitution kept in places of honor in Washington, D. C.?

2. Why do we choose leaders and make rules in our clubs and other organizations?

3. Discuss with your classmates this idea—that groups of people cannot live together or work together without some form of government to guide them.

Do you think this was true of the Indian groups you studied? Give reasons.

4. What did William Penn, Lord Baltimore, and Roger Williams do to help the people who came after them? How do we benefit from the work they did?

Building the New Government

The Constitution was a plan for a new government. But it was only a plan written down on paper. The new nation needed a President, a Congress, and a Supreme Court. It needed many other officials before it could carry on the business of government.

Washington is made President

When it came time to choose a President, everyone voted for George Washington.

Although this was a great honor, Washington did not want to be President. He had served his country for years. Now he wanted only to spend the rest of his life at his home, Mt. Vernon.

But Washington's friends convinced him that his country needed him. He was the only man, they said, who was trusted by all the people. So once more Washington left the Virginia home he loved so much. In April, 1789, he set out for New York, the capital of the new government.

The trip took him a week. It was a victory parade. People cheered and chil-

dren sang as his coach passed through the towns and villages. At Trenton, New Jersey, he mounted a splendid horse and rode under an arch of flowers and evergreens.

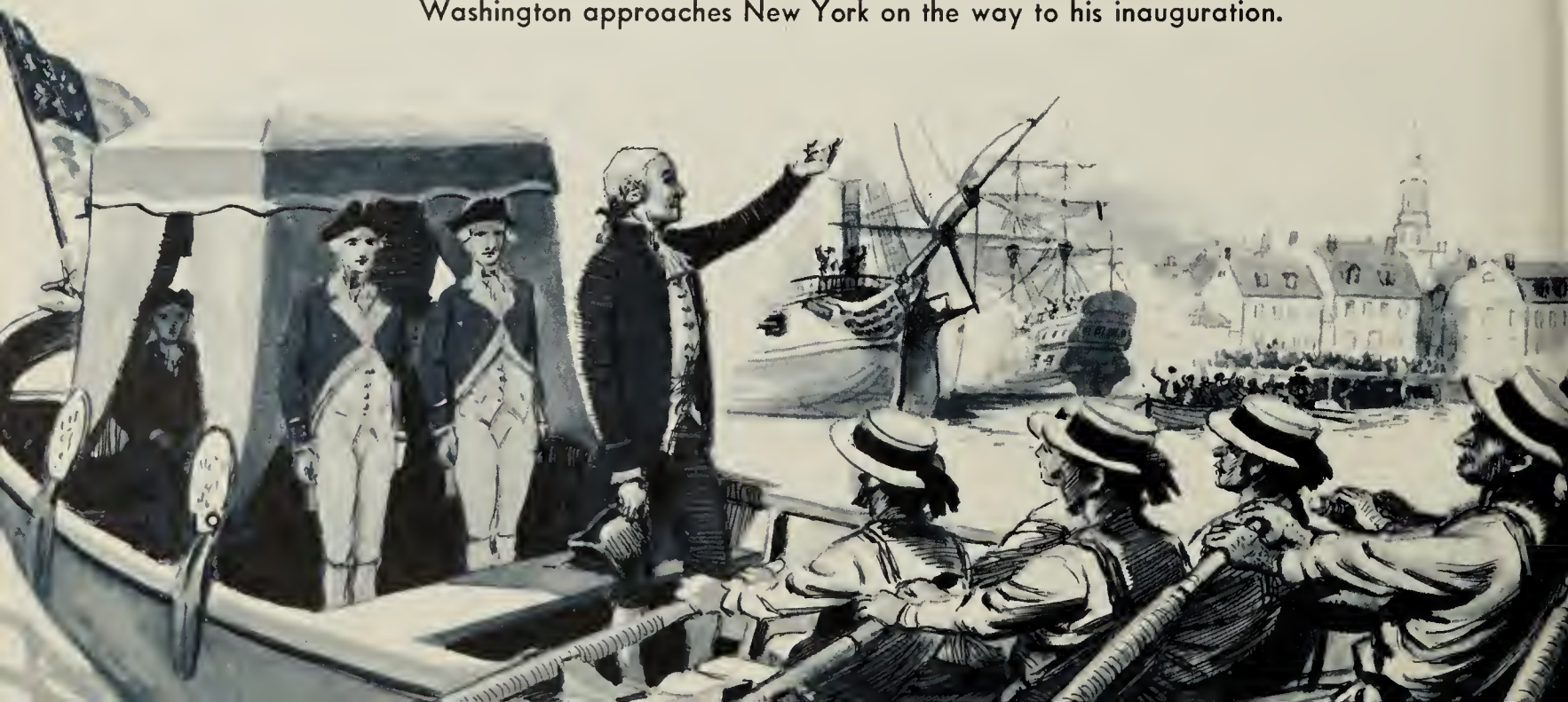
Leaving New Jersey, he stepped into the "President's Barge" that would carry him to New York City. Men dressed in spotless uniforms rowed the barge up New York Bay. Ships in the harbor showed their colors. Guns roared a welcome to the first President of the United States.

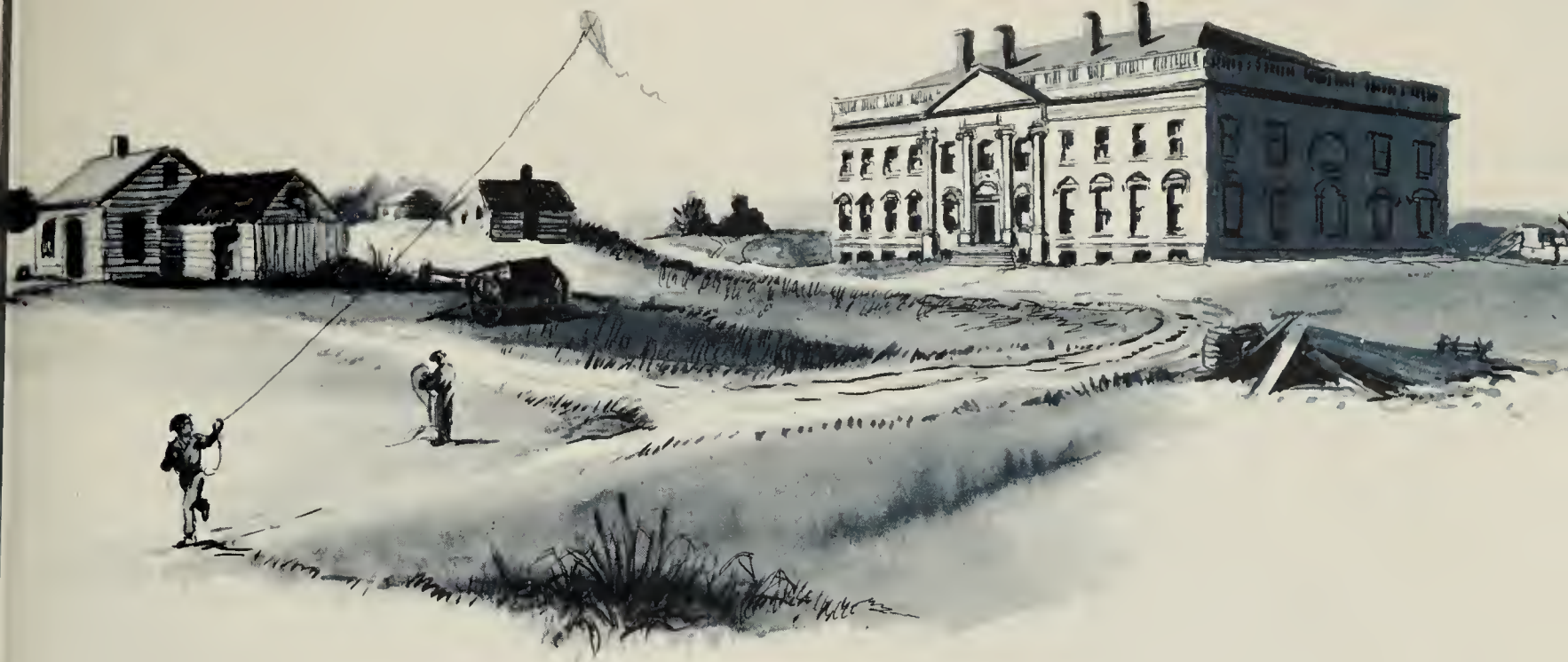
Several days later, on the balcony of Federal Hall, Washington took the oath of office. An open Bible lay on a red cushion in front of him. He placed his right hand on the Bible. Then Washington promised before God to obey the Constitution and to carry out his duties faithfully.

Congress goes to work

While all this was happening, the members of Congress began to gather. Each member had been selected by the people of his own state. Now they met

Washington approaches New York on the way to his inauguration.





The first White House, then called the "President's Palace"

to make laws for all the people of all the states.

One of the first things Congress did was to get new courts of law started. Without these courts, the Bill of Rights would have been only words on a piece of paper. Congress also had to raise money to pay the country's debts. This was done by taxing goods shipped in from foreign countries.

The new nation needed an army and a navy to protect it from enemies. It needed a postal system. It needed buildings for the government workers. Congress passed the necessary laws and raised the money by taxes.

A new capital rises from the wilderness

On a chilly March day in 1791, a party of men was inspecting a thickly-wooded piece of land along the Potomac River. The leader of the group was President George Washington. He and the others had come to decide whether the land was suitable for a new capital.

Washington recommended the loca-

tion to Congress. Two years later he laid the corner stone of the building that was to be the Capitol.

The land was given to the nation by the states of Maryland and Virginia. It was called the District of Columbia. The new city was named Washington in honor of the President.

Washington was the first city in the world to be planned and built as a nation's capital. The plan was drawn by Pierre L'Enfant, a young Frenchman who had served in the Revolutionary War.

Several years passed before the new capital was ready for the government. George Washington died. John Adams became President. Then, in 1800, the government moved to Washington. Congress met in the Capitol building which was still being built.

Thomas Jefferson was the first president to be inaugurated in the new capital. He went to live in the "President's Palace," as people called the White House in those days. Connecting the President's home and the Capitol was

Pennsylvania Avenue. After a heavy rain, the "Avenue" became a sea of mud.

Visitors from Europe laughed at the raw young capital that men had built up in the wilderness. But as the years passed, the nation grew, and the city of Washington grew with it.

The New Nation Grows Larger and More Democratic

President Washington retired after serving two terms of four years each. He was followed by a number of able Presidents—John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, and Andrew Jackson. Under their leadership, the new nation grew larger and stronger and more democratic.

President Jefferson buys the territory of Louisiana

When Thomas Jefferson was President, he more than doubled the size of the United States. He did this by buying New Orleans and the territory of Louisiana.

New Orleans stood about a hundred miles from the mouth of the Mississippi, in a fine location for trade. It was started by the French while the English colonists were still clinging to the Atlantic coast.

In those days, Frenchmen dreamed of building a new French nation in the Mississippi Valley. They called the country Louisiana, in honor of King Louis. From New Orleans to the Great Lakes they built a string of forts and trading posts.

But the French dream never came true. Instead, France gave New Orleans and

Today, tree-lined avenues connect the public buildings. A great dome has been added to the Capitol, and the building has been made much larger. And towering above all the other buildings is the Washington Monument, built in honor of the nation's first President.

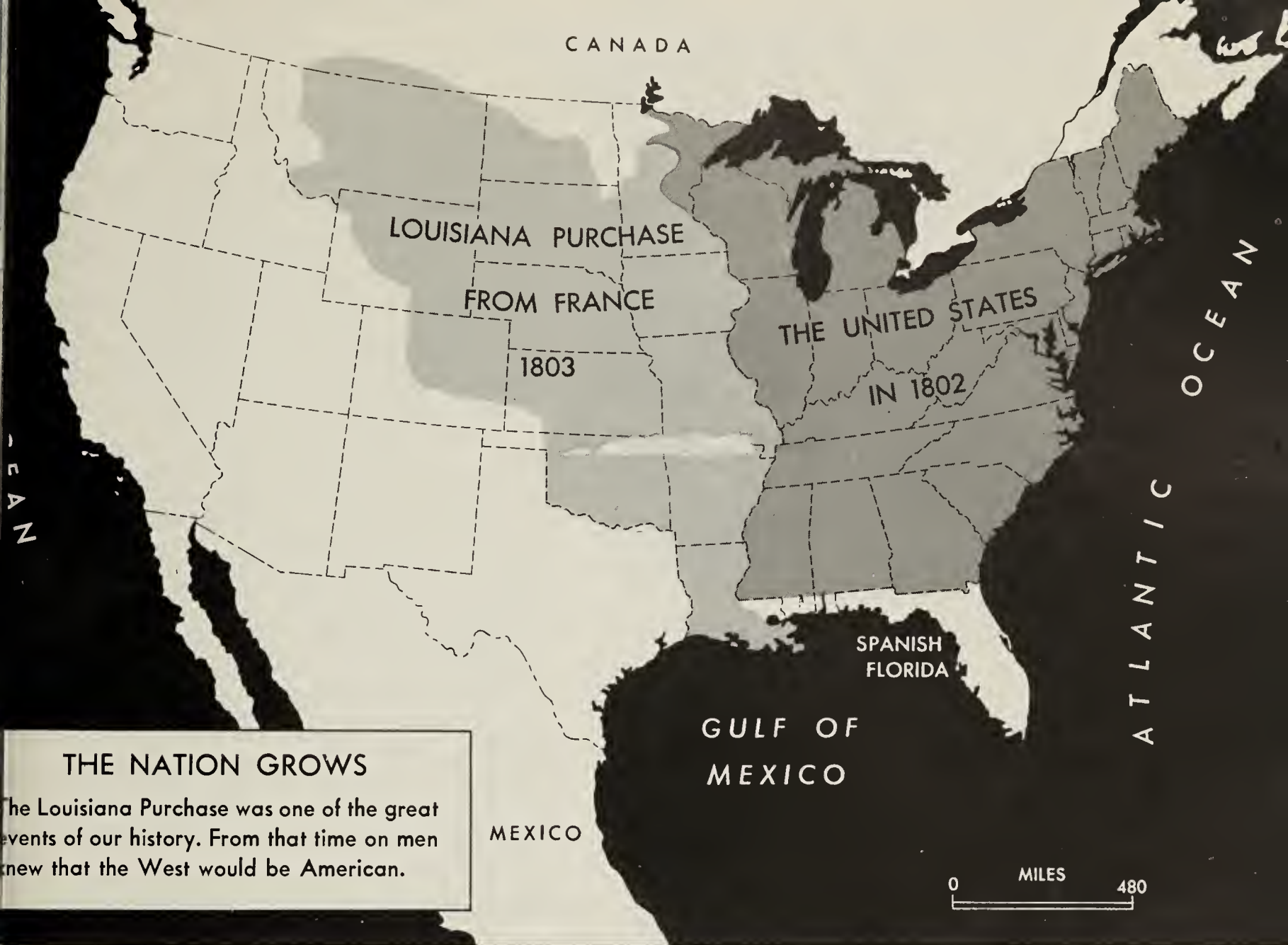
all of Louisiana to Spain. Then, in 1800, Spain returned all of this territory to France.

President Jefferson was worried when he heard that France again owned the Louisiana territory. In 1800, France and the United States were no longer the best of friends. If the French wished, they could stop the Americans from using the port of New Orleans. This would ruin the trade up and down the Mississippi Valley. Settlers west of the Appalachians would not be able to ship their products to market.

Jefferson was sure that there would be trouble if France closed New Orleans to Americans. He knew how frontiersmen acted. He was afraid they might even start a war with France.

To avoid trouble, Jefferson decided to try to buy New Orleans. He sent two men to France to talk with Napoleon, who was the French ruler at that time. These two men were Robert Livingston and James Monroe.

In France, the two Americans met with one of Napoleon's representatives. They told him that President Jefferson wanted to buy New Orleans. For a moment the Frenchman was silent. Then he smiled



THE NATION GROWS

The Louisiana Purchase was one of the great events of our history. From that time on men knew that the West would be American.

and asked, "What will you give for the *whole* of Louisiana?"

Livingston and Monroe tried to hide their surprise. They did not want to seem too eager. Finally, it was agreed that the United States would pay about fifteen million dollars. So a vast area of land between the Mississippi River and the Rocky Mountains became a part of the United States.

"Old Ironsides" and the War of 1812

Tied to a wharf in the Navy Yard at Boston is a warship that was built when George Washington was President. It was

one of the first ships in the United States navy. "Old Ironsides," people called it, because its solid wooden planks stopped so many cannon balls. Its real name was the "Constitution."

When visitors look at this old warship, they are reminded how much the world has changed since the United States was a young nation. They are reminded, too, of the War of 1812 in which "Old Ironsides" fought so hard and so well.

The war started between France and England. As the fighting became more fierce, the French tried to stop American ships from carrying goods to England.

The English tried to stop American ships from carrying goods to France. Because the English had a stronger navy than the French, they captured more American ships.

England claimed that some of the sailors on American ships were really Englishmen. These men were seized and made to serve in the British navy.

Many American ship owners tied up their vessels rather than to risk losing them. This threw thousands of sailors out of jobs. Every time an American ship was captured, people in the United States became angrier. Men argued hotly about "freedom of the seas." Finally, in 1812, the United States declared war on England.

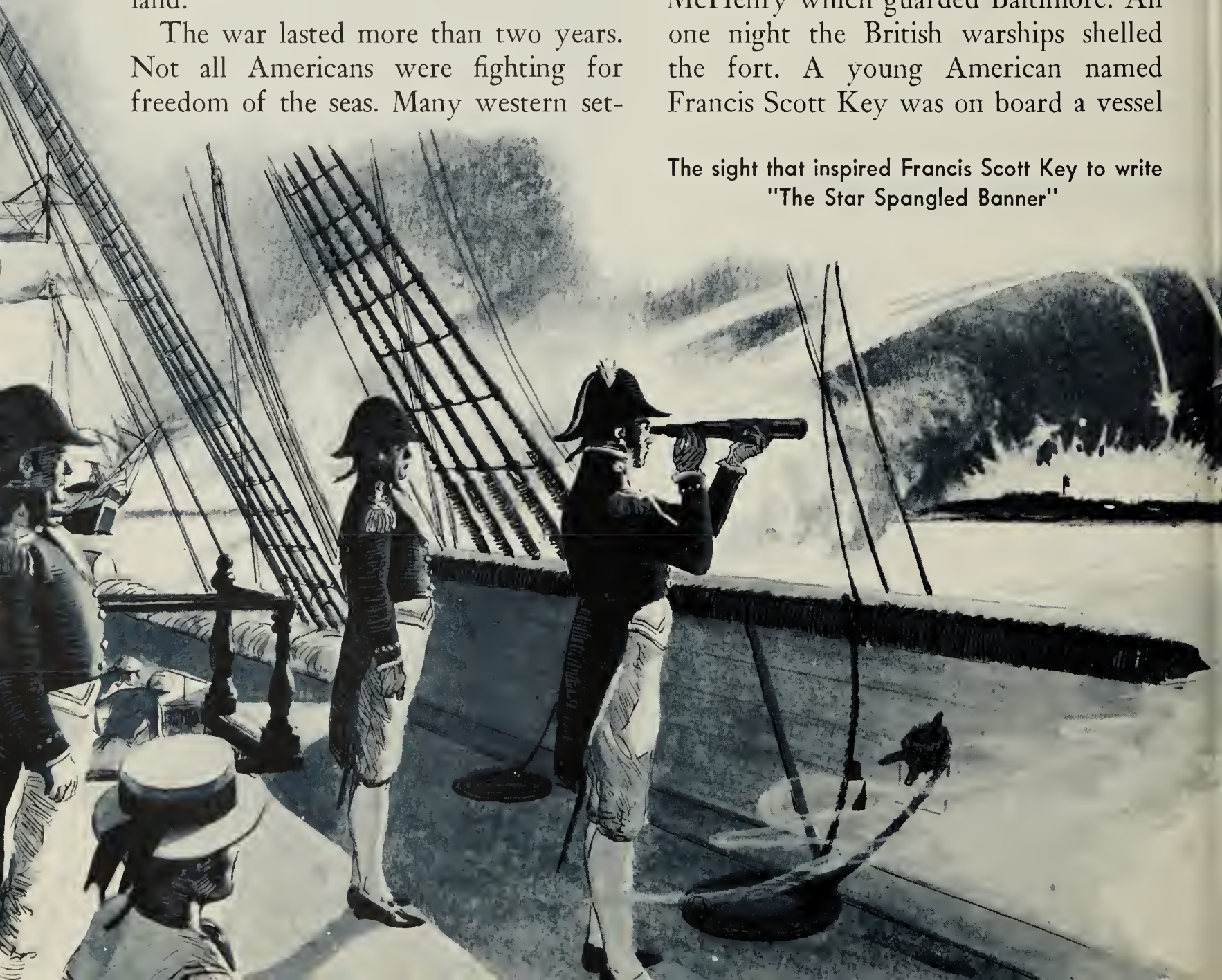
The war lasted more than two years. Not all Americans were fighting for freedom of the seas. Many western set-

tlers thought that this was a good time to take a part of Canada from the British. An American army burned some of the government buildings in Toronto, then called York. The British entered Washington, D. C., and burned several buildings. Among these were the Capitol and the White House.

Dolly Madison, the President's wife, barely escaped. She wrote in a letter, "Will you believe it, my sister? We have had a battle . . . and here I am within sound of the cannon!" She managed to save her silver and a painting of George Washington.

When they left Washington, the British sailed up Chesapeake Bay to Fort McHenry which guarded Baltimore. All one night the British warships shelled the fort. A young American named Francis Scott Key was on board a vessel

The sight that inspired Francis Scott Key to write "The Star Spangled Banner"



in the bay. He watched anxiously through the long night. When dawn broke, he saw the American flag still waving above the smoke and flames.

It was a thrilling moment for young Key. Then and there, on the deck of the ship, he began to write the words of a song we know so well. It is the national anthem of the United States.

“Oh, say can you see by the dawn’s early light
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched were so gallantly streaming? . . .”

The final battle of the war was fought at New Orleans. A young westerner named Andrew Jackson commanded the American soldiers. They won the battle. After it was over, news came to them by sailing ship that peace had been declared a month earlier!

Both England and the United States were glad to stop fighting. From that day to this, the United States and England have lived at peace with one another.

Our neighbors gain their freedom

When our Constitution was being written, the United States was the only independent nation in all of North and South America. All of the rest of the New World was divided into colonies.

England owned colonies that later became Canada. Spain owned vast lands reaching from the borders of the United States into South America. Portugal, too,



The Liberator of South America

owned huge areas in South America. The American Declaration of Independence inspired the people in these colonies to demand their own freedom.

In time, the Canadian people won the right to govern themselves, and Canada became a partner of England. This was managed without warfare.

South of the United States, in the Spanish colonies, it was a different story. The people in these colonies were torn by revolution and wars against their European rulers. Simón Bolívar, one of the leaders of the Revolution, was called the “Liberator.” He was also known as “The George Washington of South America.” He and other men led their people to victory.

Spain and Portugal were too weak to hold their colonies, and before long, the people won their freedom. Then several European countries offered to help Spain get back her colonies. This was bad news. The United States, itself, would be in

danger if powerful European armies once again landed in the New World.

Then President Monroe spoke up. He warned that this country would not permit Europe to start any new colonies in the New World. The President's statement, made in 1823, is known as the Monroe Doctrine. The British decided to back it up with the power of the British navy. Since that time, no European country has succeeded in starting new colonies on the American continents.

The United States wins Florida and the Oregon country

In the years following the American Revolution, there was trouble from time to time along the southern border of the United States. Indians from Florida, which belonged to Spain, raided the American settlements.

Finally, Andrew Jackson crossed the border with a small force of soldiers and hanged the Indian chiefs. Then he seized the Spanish forts.

The United States gave the forts back to Spain. But the Spanish decided that

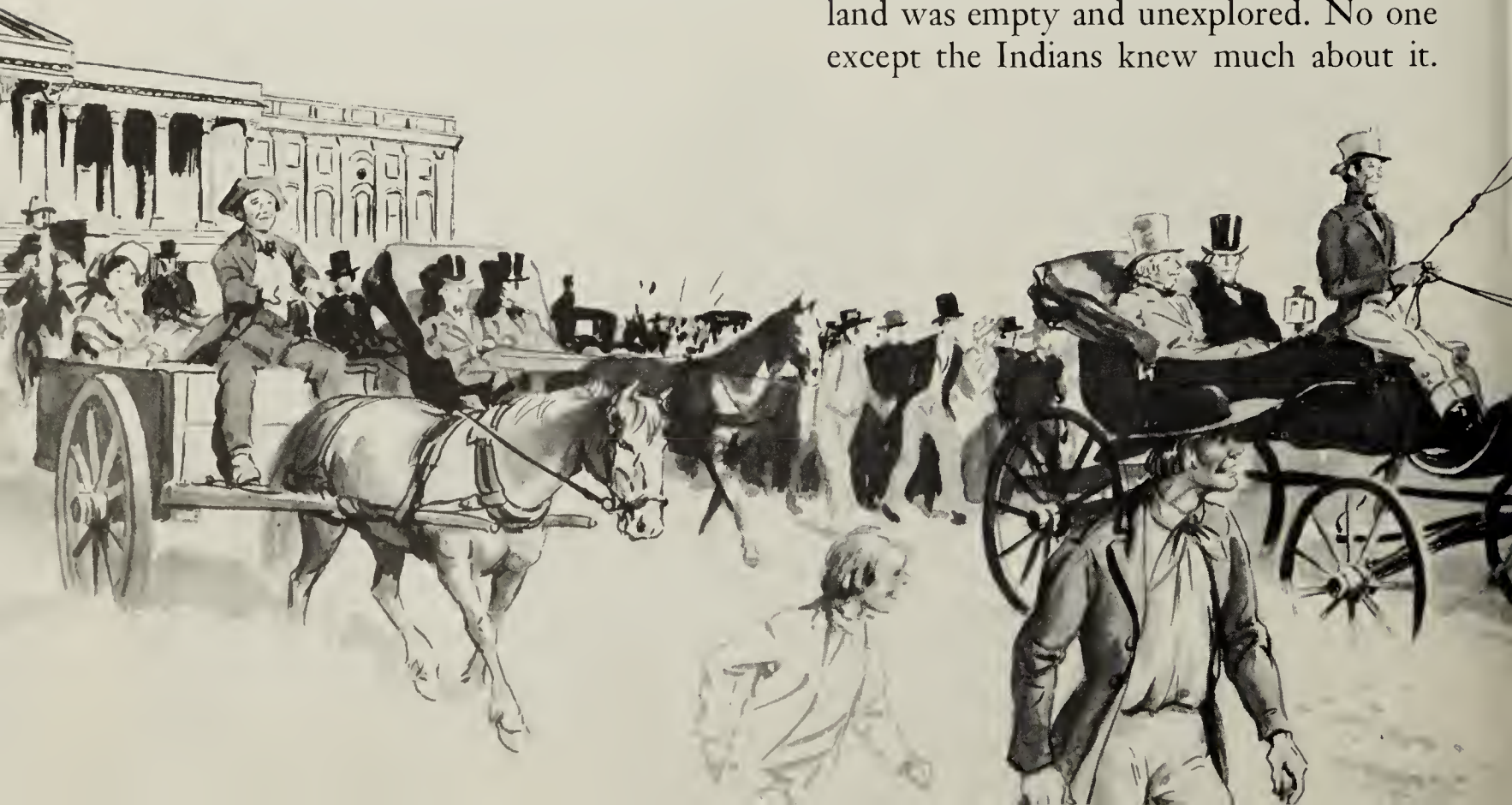
sooner or later they would lose their colony. In 1819, Spain gave up control of Florida and it became a part of the United States. Spain also gave up her claim to the Oregon country.

By the 1820's, the United States owned a huge territory reaching from the Atlantic Ocean to the Rocky Mountains. It also had a claim to the Oregon country in the far Northwest. In the first thirty years of its life under the Constitution, the new nation had far more than doubled in size.

By the 1820's, settlers had crossed the Appalachian Mountains and were pushing on to the Mississippi River. A few daring pioneers had even settled to the west of the river.

But even in the 1820's, much of the land between the Appalachian Mountains and the Mississippi River was still covered with dense forests. The forests stretched from the Great Lakes to the warm, sunny lands around the Gulf of Mexico. Here and there were immense prairies of tall grass.

Beyond the Mississippi, much of the land was empty and unexplored. No one except the Indians knew much about it.



In time, Americans learned about the Great Plains where little rain fell, and the grass was short, and the buffalo roamed by the millions. They learned about the dry, sunny lands of the Southwest and the snow-covered ranges of the Rocky Mountains. They learned about the high, cool plateaus and fertile mountain valleys that lay between the Rockies and the Pacific Ocean.

In the 1820's, America was far different from what it had been when the first settlers landed in Virginia and along the New England coast. Farms and towns and cities stood where once there had been only Indian villages in the wilderness.

But there were still immense areas of fertile land on which to settle. In the 1820's, the United States was more than ever a land of promise to the land-hungry people of Europe and the restless American pioneers.

Andrew Jackson: Leader from the West

It was March, 1829. The growing city of Washington was jammed with people.

Some of the visitors wore homespun shirts and leather trousers. They walked up and down the muddy streets and gathered at the street corners.

What were all these people doing? Why had the men from the backwoods come to the nation's capital?

It was Inauguration Day. The crowds had come to see their hero, Andrew Jackson, sworn in as the seventh President of the United States.

Andrew Jackson's parents had come from Ireland and settled on the frontiers of the Carolinas. There red-headed Andy was born and lived as a boy. When he was only thirteen years old, he ran away to fight in the American Revolution. By the time he was fifteen, both of his parents had died.

The young orphan decided to cross the mountains to begin a new life in "the West." He studied hard and became a lawyer in the growing city of Nashville.

Andrew Jackson became one of the leaders in the new western country. "Old Hickory," the people called him, because he was such a strong leader.

Andrew Jackson—first president from the West



Then "Old Hickory" ran for President, and the people elected him. All the earlier Presidents had been born into well-to-do families. All had come from the older states of Virginia or Massachusetts. Jackson was the first man west of the Appalachians to be chosen President. He was the first poor boy to grow up to become the leader of his country.

This was why the men from the backwoods were so proud of him. It gave them new hope. It gave them a deeper faith in the nation they were helping to build. This was what happened when the people themselves had the right to choose their own leaders and make their own

laws. This was how democracy worked.

By the time Andrew Jackson became President, the United States had become a large and strong nation. It had fought the English in the War of 1812. It had bought the Louisiana territory from the French. It had won Florida and a claim to the Oregon country from the Spanish. Most important of all, each year the new nation had become more democratic.

The United States was still a young nation when Jackson became President. Vast stretches of country lay to the west, waiting to be explored. It was a free country, a land of opportunity. The future was bright with promise.

Thinking about What You Have Learned

1. What name do we give to the first ten amendments to the Constitution? Do you think this is a good name for them? Give your reasons.

2. Which amendment is illustrated in the picture on page 195?

Read again the paragraphs on that page under the title, "The Constitution protected the rights of the people." Draw a picture to illustrate one of the rights that is described there.

3. Suppose your class elects a chairman for class meetings. Is his job more like that of the Congress, the President, or the Supreme Court? Explain why.

Now suppose your class elects two members to attend the meetings of the student council or a similar all-school body. Are their jobs more like the work of the President, the Congress, or the Supreme Court? Give your reasons.

4. Old coins and paper money once used in our country are pictured on page 194. If any of your classmates collect stamps, they

may be able to bring old stamps for the rest of the class to see.

5. Describe what you think your life might be like if there were 48 different postal systems and 48 systems of money in our country.

6. Find your state on the map on page 199. You can learn to recognize it by its shape and its location.

Was your state a part of the United States in 1802? Was it a part of the Louisiana Purchase?

If your state began as one of the original Thirteen Colonies, you can find it on the map on page 169.

Find out when your state entered the Union.

7. Imagine you are a newspaper reporter at the inauguration of George Washington or Andrew Jackson. Write an account for your newspaper.

What is the oldest newspaper in your community? Could it have carried the story of either or both of these inaugurations?

14 NEW HOMES and a NEW LIFE in the OHIO VALLEY

The Appalachian Mountains were a mighty barrier to Americans in colonial times. They stretched in a broad belt from Georgia to New York and on into New England.

Even today, these mountains are thickly forested. We see row after row of ridges, one beyond another. Between the ridges are deep valleys. Creeks and rivers wind through the valleys. Some of the rivers flow eastward toward the Atlantic. Others run down the western slopes of the Appalachians toward the Mississippi River and the Gulf of Mexico.

The map on page 207 tells us much about this mountain barrier. But it does not show us the clouds clinging to the mountain tops. It does not show the blinding winter snow storms. It does not show the rain that drips from the trees and turns the streams into raging torrents.

We cannot see on the map the pioneers who first moved into this mountain wilderness. Only in our imaginations can we see these daring people.

Picture a solitary hunter as he pushes his way through the dense forest. He carries his rifle in the bend of his arm. His eyes move from side to side as he listens to every sound, for the forest is full of danger. He sees a leaf standing on edge, and he knows that someone or something

has just passed that way. He hears a twig snap, and his fingers tighten on his gun.

The hunter climbs to the top of a mountain. As he leans on his long rifle, he looks at the wilderness spread out below him. The ridges roll away in the distance. In the valley, a stream flows to the west. Cold gray mists drift by him and shut him off from the rest of the world.

Men like this discovered the passes through the mountain barrier and led settlers into the rich Ohio Valley. One of the most famous of these pioneers was Daniel Boone.



Over the Wilderness Road into Kentucky

Daniel Boone spent his life as a hunter, trapper, Indian fighter, guide, and explorer. He was one of the best woodsmen on the frontier. When hunters gathered to match their skill in games, Boone usually won. His bullets always hit the mark. His knife and tomahawk cut deep into the target. He ran faster, jumped farther, and wrestled better than any of the other men.

Most important of all, he knew the ways of the forest. Time after time, he barely escaped death at the hands of the Indians. When he was in Indian country, he could go for weeks without lighting a fire or shooting his rifle. In times like this, he lived on nuts, berries, and roots. No one, not even the Indians, knew the mountains better than Boone.

A test of skill



The country beyond the mountains

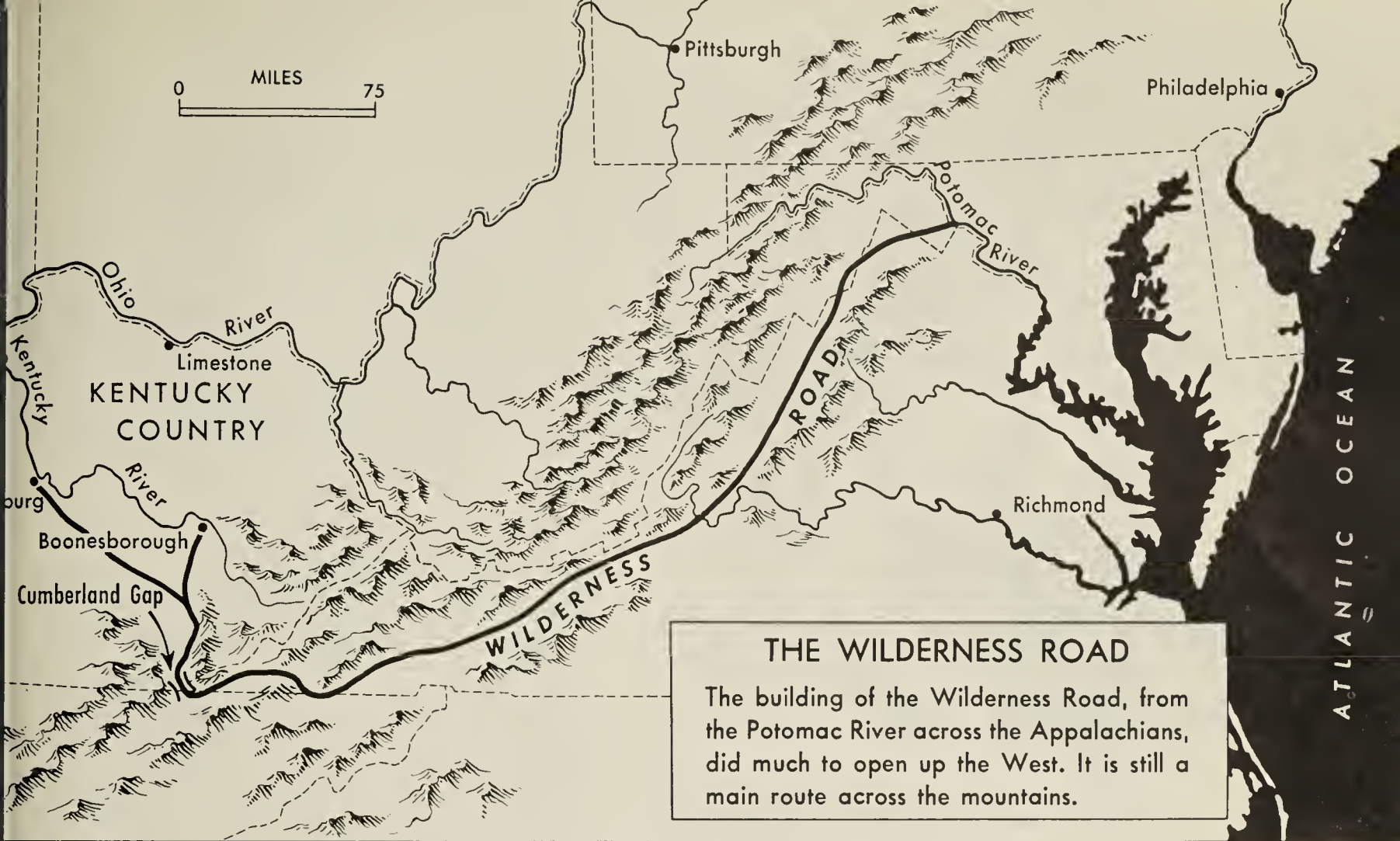
Boone was one of the first men to cross the mountain barrier into "Kentucky." This was the country that lay west of the mountains and south of the Ohio River. The Indians called it Ken-tah-teh, "The Land of Tomorrow." It has also been called "The Dark and Bloody Ground."

This was one of the best hunting grounds in all of North America. An Indian trail, called the "Warriors' Path," ran north and south through Kentucky. Down the trail came Indian hunters from the tribes north of the Ohio River. Up the trail came Indian hunters from the south. In Kentucky, they spread out to hunt.

Often the Indian hunters met in fierce battles. But none of the tribes was strong enough to win control of the hunting grounds. Kentucky remained a no man's land, with danger in every thicket.

Daniel Boone first entered Kentucky before the Revolutionary War began. On one trip, in 1769, he made his way across the mountain barrier with a small party of hunters. After weeks of hard travel, they reached the western slope of the last mountain. Below them, the land rolled westward into the distance. Streams of running water sparkled in the sun. Forests covered the slopes of the hills. Herds of buffalo grazed in fields of waving grass.

The hunters made camp on the spot where they first saw Kentucky. In the months that followed, they collected a large number of furs. Then Boone and



THE WILDERNESS ROAD
 The building of the Wilderness Road, from the Potomac River across the Appalachians, did much to open up the West. It is still a main route across the mountains.

one of the men were captured by the Indians. On the seventh night they managed to escape. When they reached their camp, their companions were missing. No one ever saw them again.

A few weeks later, the Indians killed Boone's friend. Only Boone remained alive. But he did not start for home. Instead, he stayed in Kentucky for another year. Before he left, he explored great stretches of the country.

When Boone returned from Kentucky, he found that many of the colonists were worried and unhappy. England and the American colonies were quarreling bitterly. People listened with wide eyes to the stories Boone told about Kentucky. They were eager to follow him back to this rich new country.

The colonists knew, of course, that the

King of England had ordered settlers not to cross the mountains. But they wanted free land. They paid no attention to the King's order. They knew, too, that they would face many dangers. But they were ready to face them. Pioneer life was not for faint-hearted people.

Boone builds the Wilderness Road

A well-to-do man named Richard Henderson knew about this growing interest in Kentucky. He formed the Transylvania Company to start settlements. Then he hired Daniel Boone to build a trail through the mountains.

Boone and about forty men started out in the spring of 1775. All of the men carried rifles and axes. Boone, himself, led the way. Scouts moved along on either side of the men to protect them from the



Cutting a trail through the Cumberland Gap

Following the trail to the West



Indians. Pack horses carried the supplies.

Far in advance of the column, Boone cut notches, or "blazes," in the trees to mark the trail. The men followed the blazes, cutting down the underbrush and small trees. After days of hard work, they reached Cumberland Gap. This is a pass, or low place, in the mountains.

Boone and his party pushed on ahead. They followed the Warriors' Path for about fifty miles. Then they followed a trail which the men called "The Bison Street." This was a broad path beaten through the forest by thousands of bison, or buffalo. When the party reached the Kentucky River, they halted and began to build a fort.

Behind them, they left a trail that stretched for several hundred miles from the country east of the mountains into the heart of Kentucky. This trail was first called Boone's Trace. Later, people called it the Wilderness Road, shown on the map on page 207.

Life in the frontier forts

The fort was named Boonesborough. Even before the fort was finished, settlers began to arrive. The men and women walked or rode horseback. The smaller children traveled in baskets tied to the backs of horses. Some of the settlers carried chickens. Others drove pigs and cattle and other livestock along the trail before them.

During the next few months, several hundred people marched over the Wilderness Road into Kentucky. Many families settled around Boonesborough. Others settled at Harrodsburg or built



Returning from a dangerous hunt

new forts nearby. "Old settlers" who were there helped each new family build a log cabin. Before long, the country around the forts was dotted with cabins and clearings.

The pioneer settlers arrived in Kentucky just as the Revolutionary War was starting. Indians armed by the British raided the frontier. The settlers fled to the forts, leaving their cabins to the torches of the Indian warriors. And there, within the walls, they lived for months.

Cows and horses grazed among the stumps. The women cooked on open fires. The children played wherever they could and went to school in one of the blockhouses.

From the loopholes in the walls, the settlers could see their deserted corn fields. But there was no corn. For food, they depended upon meat that the "night hunters" managed to shoot or trap in the forest.

One of the best of the night hunters was a seventeen-year-old boy named James Ray. James lived in the fort at Harrodsburg. On dark nights, the men at the fort opened the gate just enough to let James slip out. For a few minutes, he

lay on the ground in the pitch-black shadow of the walls. If all was quiet, he crawled on his hands and knees across the open fields toward the forest. Then he sprang to his feet and ran swiftly and silently away from the fort.

When he was some distance from the fort, James began to hunt. But when the first light of dawn began to show in the sky, he started for home with his game. When he came near the fort, he hooted like an owl. From his hiding place in a thicket, he watched the heavy gate begin to open.

This was the most dangerous moment of all. James took a firm hold on the game he had shot. Then, taking a deep breath, he ran like a deer for the safety of the fort. Often arrows and bullets thudded into the gate as it closed behind him. But he was never caught. Other night hunters were not so lucky.

Life for the settlers in the forts went on much as usual, in spite of the danger all around them. Children played, and young people were married. On the wedding day, the bride put on her prettiest dress. The groom cut off his beard with

a hunting knife and rubbed bear grease in his hair. Then he dressed in a new hunting shirt and buckskin trousers.

After a wedding supper of squirrels, turkeys, or other game, the people danced and sang. They sang the songs their fathers and mothers had sung in far-off England.

“Come jump behind me
and away we will ride
To yonder fair city;
I’ll make you my bride.”

It was strange, indeed, to hear these words ring out from a lonely frontier fort in the wilderness of Kentucky. In years to come, thousands of other settlers would bring their songs and their ways of life across the mountains. The forest would fall before their axes. New farms and villages would spring as if by magic from the ground.

But all this was in the future. Before it could happen, the Ohio country had to be conquered.



1. Find the Appalachian Mountains on the map on page 169. Also find these mountains on the map on page 207. Which map shows that the Appalachians stretch from Georgia to New England?

Which map shows that these mountains are made up of row after row of ridges, with deep valleys between them?

2. Why did these ridges and valleys make travel across the mountains very difficult?


What other things helped to make travel difficult?

3. Using the map on page 207 and the pictures on page 208, tell the story of the Wilderness Road.

Explain why the scene at the bottom of page 208 happened *later* than the scene at the top of the page.

4. Why did the settlers live in forts like the one shown on page 209?

The Conquest of the Ohio Valley



George Rogers Clark, like Daniel Boone, had grown up on the frontier. Like Boone, he wanted to explore the western country. He left his home in Virginia in the year 1772. He was then twenty years old. Traveling alone and on foot, he headed north until he reached Braddock’s Road. He followed this road across the mountains of Pennsylvania to Pittsburgh.

Clark explores the Ohio

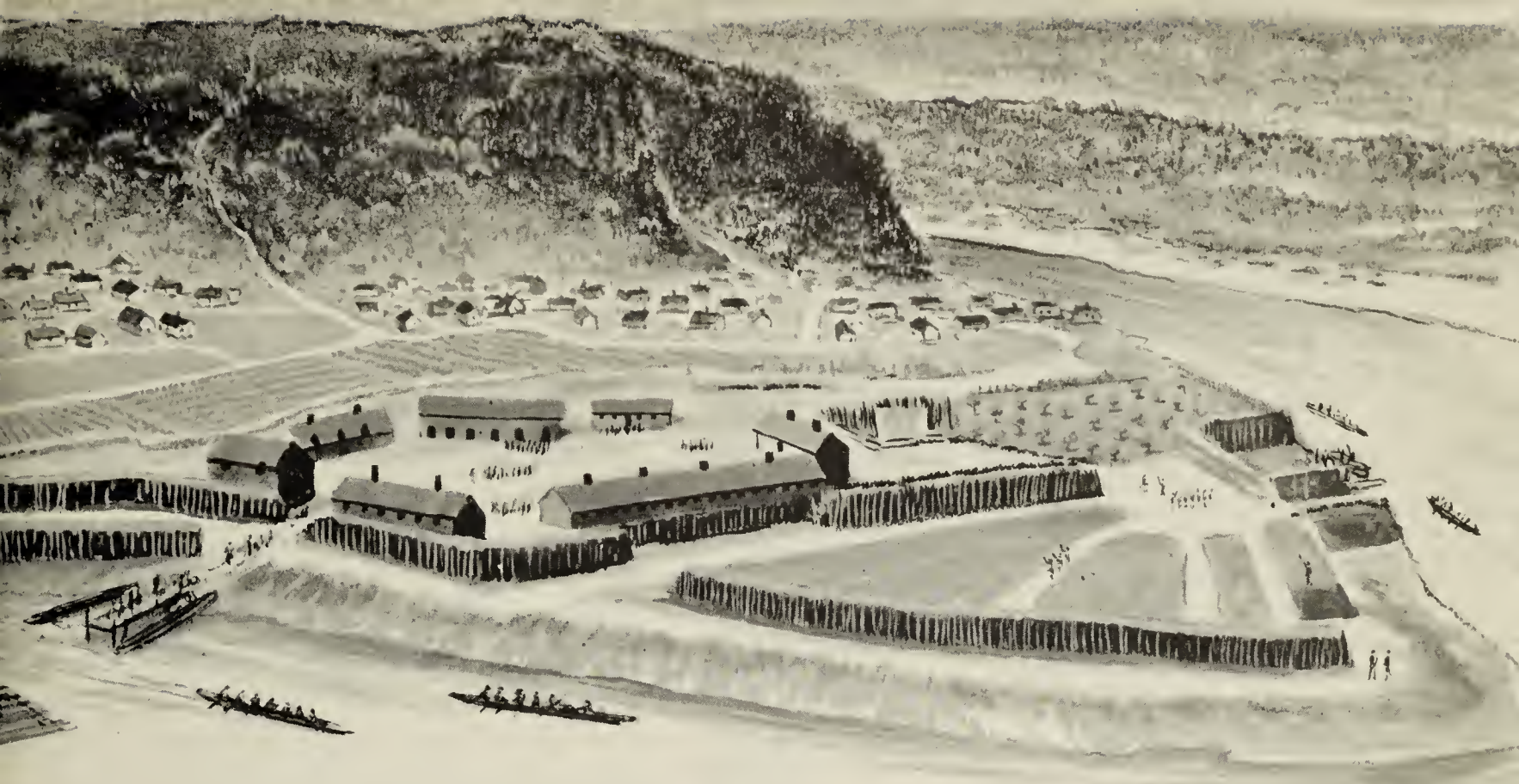
The sun was high overhead when George Rogers Clark reached Pittsburgh. The road he had been traveling ended at

the fort called Fort Pitt. This was built on the V-shaped point of land where the Allegheny and the Monongahela rivers met to form the Ohio.

Indians walked the streets. Lean, hard, leather-faced hunters and trappers clumped up from the river with bundles of furs. Pack horses waited for the furs to be loaded on their backs. From the distance, came the sound of axes biting into wood. Men were at work building dugout canoes and rafts.

In the evening, Clark met and talked with men who had traveled far down the





A frontier fort, where the great city of Pittsburgh now stands

Ohio River. Most of them traveled by dugout canoe. Some of the canoes were made of immense poplar logs sixty feet long and three feet wide. Canoes of this size could carry several men and a large load of furs.

As soon as he could, Clark "took to the poplar." This was the way the frontiersmen described a trip down the Ohio in a dugout canoe. After he had explored the river for some distance, he built himself a "half-faced cabin." First, he stuck two forked sticks into the ground. Across the forks he laid a stout pole. Against this pole he laid a framework of branches, covered with leaves.

For many months, this was Clark's home. But he did not spend much time in it. He had come to the frontier to hunt and trap. He and the other frontiersmen traded with the Indians and explored the country. Because they did not destroy the forest, the Indians treated them as

friends. Clark roamed up and down the Ohio Valley. Before long, he knew all the trails through the forest.

Clark's daring plan

When the Revolutionary War broke out, George Rogers Clark's carefree way of life suddenly ended. The British had armed the Indians with scalping knives and guns. War parties swept through the forests. The hunters, trappers, and settlers found safety in the frontier forts.

Then Clark had a daring idea. He would raise a small army of frontiersmen. They would capture the British forts and put an end to the Indian trouble.

With this plan in mind, he set off on the Wilderness Road to Virginia. There he talked with Patrick Henry, Thomas Jefferson, George Mason, and other leaders. They liked his plan. The government of Virginia made him an officer and gave him \$6,000 to buy powder and supplies.

NORTHWEST TERRITORY



traveling deep into Indian country. After a long march across the prairie, they came within sight of Kaskaskia in what is now the state of Illinois.

Kaskaskia: Village in the wilderness

This was the oldest settlement west of the mountains. It had been started by French fur traders and farmers. Now it was under British rule, but the people still spoke French.

After their long journey through empty country, Clark's men gazed in wonder at the peaceful farming village. The farm houses clustered around the fort, the blockhouses, and the church. Outside the village were fields and gardens. Horses and cattle grazed on the nearby prairie.

The village stood on a winding river, close to the place where it flowed into the Mississippi. The warehouses were filled with furs brought in by the Indians from the surrounding country. Each spring a great fleet of canoes loaded with furs left Kaskaskia and headed for far-off Montreal.

From their hiding place across the river, Clark's men watched the British flag flutter down from its pole at sunset. One by one, the lights in the village went out. When all was dark, Colonel Clark gave

In the spring of 1778, Colonel Clark was back at Fort Pitt. From there, he and one hundred fifty men floated down the Ohio River on five flatboats. At the Falls of the Ohio, where the city of Louisville now stands, they were joined by other men of the frontier.

As the map shows, they left the Ohio River and started overland. They were

Before the attack



the signal to advance. Quietly, his men crossed the river in rowboats they had seized at a farm house.

When all had reached the other bank, Clark divided his men into three parties. Two surrounded the village. The third, led by Clark, crept toward the fort. No sentry stood at the gate. The men slipped inside. The British soldiers were taken completely by surprise. They quickly surrendered, and all was silent again.

Then Clark and several picked men found their way to the Governor's house. They burst into his bedroom. The Governor was asleep, a nightcap on his head. One of the Americans shook him by the shoulder. Startled, the Governor sat up.

Then Clark spoke. "George Rogers Clark, Colonel in the service of the Commonwealth of Virginia," he said. The Governor was his prisoner.

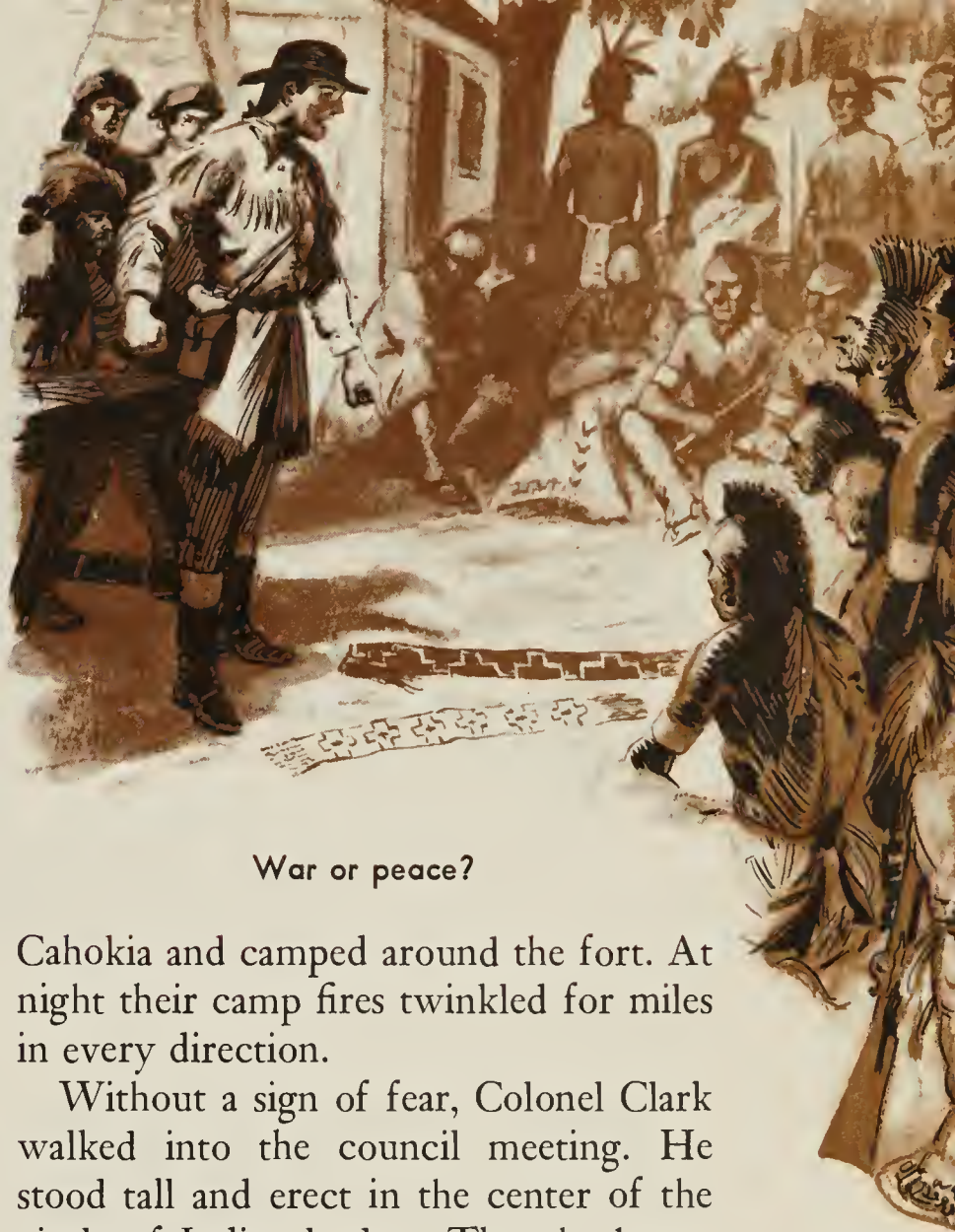
The next day, Colonel Clark gathered all the citizens of Kaskaskia in the town square. "We are your friends," he told the frightened people. During the next few days they learned that he meant what he said.

Clark next sent some of his men to the forts at Cahokia and Vincennes. The two forts fell into American hands without a shot being fired.

Peace with the Indians

In spite of his victories, Colonel Clark knew he was at the mercy of the Indians. Unless Clark could win their friendship, his little "army" would be destroyed. Boldly he called the Indians together in a great meeting.

About four thousand Indians met at



War or peace?

Cahokia and camped around the fort. At night their camp fires twinkled for miles in every direction.

Without a sign of fear, Colonel Clark walked into the council meeting. He stood tall and erect in the center of the circle of Indian leaders. Then he began to speak. He told the Indians about the war between the King of England and the Americans.

Clark warned the Indians that they would have to choose sides. He threw two belts of wampum upon the ground. One of the belts was white. The other was blood red in color.

"Take which you please," said Clark. "Behave like men."

That night the Indian leaders talked for hours around the council fire. Finally, one of them picked up the white belt and held it high above his head. The others sprang to their feet and trampled the blood-red belt into the ground. Clark had won. The Indians would not attack.



The Northwest was won only through great hardship and by courage and daring.

Victory in the Northwest

Clark had one more battle to win. British soldiers from Detroit had surprised his men at Vincennes. The British flag once again flew over this wilderness fort.

In the middle of winter, Clark set out to recapture Vincennes. For days, he and his men stumbled across the frozen prairie, wading through the icy streams. By the time they reached Vincennes, most of the men were shaking with chills and fever.

Clark divided his men into small groups. Each group was given flags which the men attached to long poles. Then, just before sunset, Clark ordered the men to march back and forth in front of the fort.

The British looked out across the prairie. They were alarmed. They could not see the marching men who were

hidden behind a slight rise in the ground. But they could see the flags the men carried. Surely, the British thought, this must be a large army.

The drums sounded, and firing began. Toward evening of the next day, the British ran up the flag of truce. Once again, Clark had won a battle by daring and surprise.

Why was the capture of these small forts important to the United States? Clark's victories gave the Americans a strong claim to the country north of the Ohio River. When the Revolutionary War ended, the British gave this land to the new American nation. People called it the Northwest Territory.

This vast land lay north of the Ohio River and east of the Mississippi. It was a wilderness of rolling hills, fertile lowlands, and clear, running streams. Most of the country was thickly wooded.



Scattered over the Northwest Territory were a few forts, trading posts, and settlements. Some of these, like Kaskaskia, had been started by the French. Others were started by the British. Roaming the streams and woodlands between these tiny outposts were numerous tribes of Indians.

Most of the Indians lived in villages, at least for part of the year. They planted corn and stored it for the winter. The rest of their time was spent in hunting

and fishing. Usually they welcomed traders and explorers. But farmers were not welcome. They chopped down the forests and frightened off the game.

For this reason, the Northwest Territory was really Indian country for several years after the Revolutionary War. Finally, in 1794, an army defeated the Indians in the "Battle of Fallen Timbers," and some of the tribes moved farther west. After that, much of the land north of the Ohio River was open to settlement.



1. In what ways do you think George Rogers Clark was like Daniel Boone?

2. Follow Clark's journey on the map on page 212. Which of the pictures on pages 212, 213, and 214 shows a scene near Vincennes?

3. How does the picture on page 213 suggest that Clark was a strong leader?

4. How does the picture on page 214 show that he and his men had courage?

Pioneer Life in the Ohio Valley

Until the Indians were defeated, few settlers dared to risk their lives north of the Ohio River. But in the years following the Revolutionary War, settlers by the thousands headed for the land south of the river. Large numbers poured through Cumberland Gap, traveling over the Wilderness Road. Many others drove wagons over the mountains to Pittsburgh and then floated down the Ohio in flatboats.

Nearly all of these people were farmers with growing families. They were seeking land of their own and a better way of life. They were the home builders who

followed in the footsteps of the hunters and explorers.

What one pioneer saw

One of these pioneers was Daniel Drake. Daniel was only three years old when his father and mother took him on the long trip from New Jersey to Kentucky. This was in the year 1788. In this same year, more than 18,000 other people passed through Pittsburgh on their way to Kentucky.

Young Daniel lived to see great changes come to the Ohio Valley. When he was seven years old, Kentucky became the



Whole families, with all their possessions, traveled by flatboat along the highway of the Ohio.

fifteenth state in the Union. When he was eleven years old, Tennessee became the sixteenth state. When he was eighteen, Ohio became the seventeenth state.

By this time, Daniel was in Cincinnati, studying to be a doctor. When he was twenty, he rode horseback over the mountains to Philadelphia where he continued his studies.

Daniel returned to the Ohio Valley where he became a famous doctor. He taught other young men to be doctors in the first college west of the Appalachians. This was Transylvania University at Lexington, Kentucky.

Before he reached old age, he wrote down for his children some of the things he saw and did as he grew up in this new country. His story tells us much about the way people lived in those early days. Here is part of his story.

By flatboat down the Ohio

The Drake family made the long trip over the mountains in a wagon pulled by two horses. When night came, the family usually camped by the roadside. Sometimes they slept in a tavern. Most of these taverns had only one room. Men, women, and children rolled in their blankets and lay down on corn husks spread over the floor.

In Pittsburgh, the Drakes bought a flatboat. It probably looked like the one in the picture.

Several families usually traveled together. The children played in front of the cabin while their mothers cooked and sewed inside. The men steered the clumsy boats as best they could with long oars. Horses, cows, pigs, chickens, and other livestock lived in a pen at one end of the boat.

The trip down the Ohio River was full of danger. Some boats were attacked by Indians. Some boats hit sunken trees and went to pieces. Others were attacked by river pirates.

During the early years, bands of pirates lived in cabins or caves along the river banks. They kept spies in Pittsburgh to watch the water front. When a well-to-do family started down the river, the spies reported this to their leader. Later, at some lonely spot, the pirates would attack the boat, kill the people, and steal the cargo.

The first cabin

The Drakes made the trip safely. They landed at Limestone, Kentucky, shown on the map on page 207. Mr. Drake had only one dollar in his pocket. But he had two strong arms. As soon as he could, he built a one-room cabin in nearby Mayslick. There, the Drake family lived for six years.

The danger from Indian raids was still great. At night the door was carefully barred. Before he went to bed, Daniel's father loaded his gun which he kept on two pegs on the log wall. Then he placed his ax and his scythe under the bed where he could quickly reach them.

In the morning, before the door was opened, some member of the family looked out through a crack in the wall. It was necessary to make sure that no Indians were lurking outside. Fear of Indians was a real part of the family's life for several years after the Drakes moved to Kentucky.

A living from the land

Clearing the land was the hardest work of all. At this time, Daniel was too little to help. Mr. Drake did the whole job himself, for he did not have the money to hire anyone.

The underbrush and small trees had to be cut down, but the larger trees were "girdled." This was done by cutting away all the bark in a circle around the trunk. Within a few days, the leaves withered and died. Sunlight streamed through the dead branches. Mr. Drake burned some of the underbrush. The rest he stacked in a row around the clearing to form a fence.

The first and most important crop was corn. In the center of the corn field was a small vegetable patch. Pumpkins, melons, squash, and turnips were planted there.

Preparing for the night





An early morning chore

While the Drakes were waiting for their crops to grow, they lived on game from the forest. Daniel later wrote, "Deer were numerous. Wild turkeys were often so fat that, in falling from the tree when shot, their skins would burst."

With all this game, the Drakes were never hungry. But they grew tired of eating nothing but meat. Daniel wrote, "My parents often told me that when I was a baby I would cry and beg for bread when we were seated around the table till they would have to leave and cry themselves."

One of Daniel's most vivid memories was the pleasure of eating raw turnips. All his life he remembered the winter evenings with the family seated "around

a warm fire, made blazing bright with pieces of hickory bark, scraping and eating a sweet and juicy turnip."

When he was eight years old, Daniel was put in charge of the livestock. He got up before dawn and built a fire. Then he fed the horse, cow, hogs, sheep, and chickens. On cold winter nights, he often brought the baby lambs into the cabin where they slept in front of the fire. When snow covered the ground, his father cut down trees, and Daniel let the cows and horses eat the tender twigs.

As he remembered it, the cow was "a member of the family." She ate in front of the cabin door. Now and then she poked her head inside to see what the children were doing. From October to January, the Drakes fed her largely on pumpkins. Nothing she ate gave them "richer and sweeter milk."

Pioneer farmers like the Drakes worked from sunrise to sunset. Almost everything they had came from the land. There were no markets where they could sell their produce. Because of this, they had little if any money.

But they had food and clothing and a home of their own. They had friends and neighbors. Families lived and worked and played together. Neighbors gathered to help each other build new houses and husk corn. Looking back to his boyhood, Daniel remembered it as the happiest part of his entire life.

Changes come to the Ohio Valley

Many thousands of pioneer families lived much like the Drakes. As the years went by, they cleared more land, planted

orchards, and built larger barns. They built better homes and made them more comfortable inside.

These pioneers turned forest trails into wagon roads. They started schools and churches in the tiny villages. They elected their neighbors to run their village affairs and to represent them at the state capital. They voted for senators and congressmen to represent them in Washington.

There came a time when the pioneer days lived only in the memory of the

older people. Boys born in forest clearings grew up to be doctors, lawyers, ministers, or businessmen. They lived and worked in the towns and cities that were springing up in the Ohio Valley. Other boys left home to find adventure on new frontiers farther west.

Mothers and fathers looked at the new world they had helped to build with their own hands. There were many things still left to do, but they were pleased with what they saw.

Thinking about What You Have Learned

1. Why did Daniel Boone and other explorers cut "blazes" in the trunks of certain trees?

Why did Mr. Drake and other settlers sometimes "girdle" the trees instead of cutting them down?

2. What did George Rogers Clark and his companions mean when they said they "took to the poplar"?

Later, when the Drake family and other settlers began to travel down the Ohio River, what means of transportation did they use?

3. If you were with the families in the picture on page 216, what do you think you would enjoy most about the trip?

What dangers would you have to watch out for?

4. To reach the country west of the mountains, George Rogers Clark traveled through one of the "gateways" you read about in the story of the French and Indian War in Chapter 11. Was it the St. Lawrence gateway, the Hudson-Mohawk gateway, or the Ohio gateway?

5. The key to this gateway was the point of land where the Allegheny and Monon-

gahela rivers join to form the Ohio River. George Rogers Clark found a fort and a village on this point of land. What were they called?

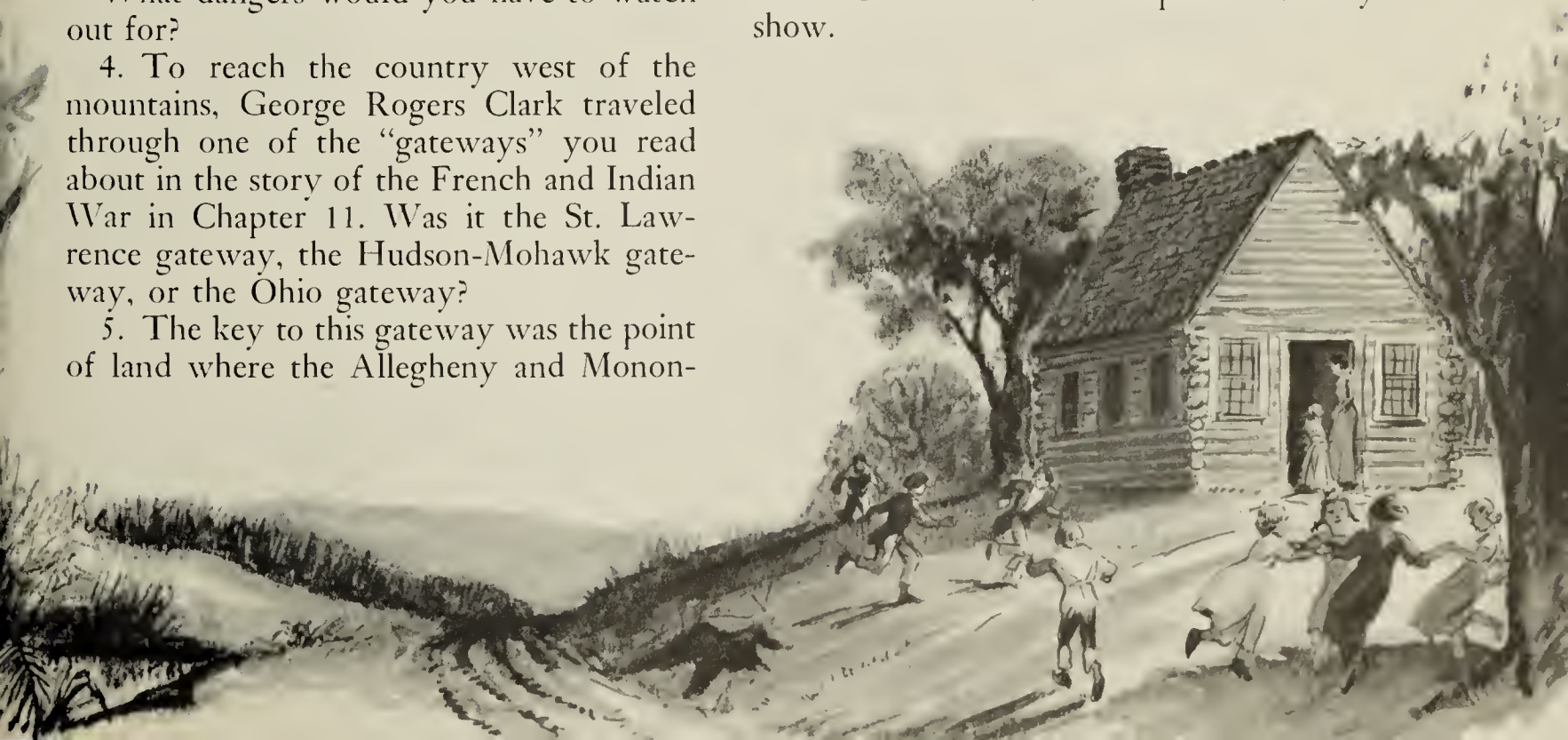
What great city stands there today?

6. Why did the Indians who lived north of the Ohio River try to prevent pioneer families from settling there?

For a number of years, where did most of the settlers decide to build their homes and farms?

7. From magazines or old seed catalogues, cut pictures of the crops the Drakes grew in Kentucky. How many of these foods have you tasted?

Arrange your pictures on a poster and write a sentence or two to explain what they show.





15

GROWING WESTWARD

The new American nation was growing westward. The wilderness west of the Appalachians was ringing with the sound of axes. One day, on a lonely river bank, there was nothing but the forest, just as it had stood through the centuries. A year later, there was a cabin with children playing among the tree stumps in the dooryard.

Within five years, perhaps, there were other cabins along the river bank. The forest had been cut back to make room for a tiny farming village. And five or ten

years later, there was a growing town with a store, a church, a school, and a “smithy” where the blacksmith worked. Soon frame houses would be built and perhaps a few small factories. The river bank would become a busy river landing.

The westward movement had been going on since the first Europeans settled on the Atlantic coast. Each year it picked up speed. By the early 1800’s, pioneers by the thousands were crossing the mountains and moving westward toward the Mississippi River.

Travel and Trade

The story of what was happening was big news, even in far-off Europe. Some of the well-to-do Europeans visited America and traveled across the mountains. They wanted to see with their own eyes the new world that men and women were building in the wilderness.

A French doctor visits the Ohio Valley

One of the visitors was a French doctor named F. A. Michaux. Dr. Michaux arrived in Charleston, South Carolina, in the spring of 1802. From there he went to New York, traveling by sailing ship.

He then took a stage coach to Philadelphia. In Philadelphia, he took another stage coach that carried him nearly a hundred and fifty miles west to the town of Shippensburg, Pennsylvania.

Dr. Michaux wanted to go on west to Pittsburgh, but the stage coaches ran no farther. He wrote in his diary, "You are obliged to perform the rest of the journey on foot, or to purchase a horse."

He found plenty of horses for sale. "But," he wrote, "the country people always make you pay double the value for them."

Finally, he and another traveler bought a horse which they took turns riding over the mountain trails to Pittsburgh.

From Pittsburgh, Dr. Michaux walked to Wheeling, in what is now the state of West Virginia. There he and another traveler bought a canoe and started down

the Ohio River. Dense forest lined the river banks. Near the town of Marietta, the travelers stopped to measure an enormous tree. The trunk was nearly 14 feet thick.

For ten days they paddled down the river. They passed many flatboats loaded with "horses, cows, fowls, carts, ploughs, harness, beds. . . ." Now and then they floated by a newly-built cabin in a forest clearing.

At Limestone, Kentucky, they sold the canoe. Dr. Michaux set out on foot, walking to Lexington, more than fifty miles away. There he bought a horse which he rode to Nashville, Tennessee. Then, riding horseback, he began the long journey back across the mountains to the sea.

The same spot shown in the picture on page 220, a few years later. Now there is a small village, with a store, a blacksmith shop, and a church, on the bank of the river.



He had covered about two thousand miles. It had taken him nearly four months to do it. He had traveled by sailing ship and stage coach, on horseback, on foot, and in a canoe. Except for the ship and the stage coach, he had provided his own means of transportation.

Flatboats and keel boats

The roads that Dr. Michaux used west of the Appalachian Mountains were very poor. Rivers were the most important means of transportation.

Freight and passengers were carried down the rivers on flatboats much like the one in the picture on page 216. Flatboats floated with the current but could not return upstream. Some of them were fifty feet long, or even longer. A low cabin gave protection against the weather. Crews of men with long oars, or "sweeps," guided these great, flat-bottomed boats past sand bars and around the river bends.

Keel boats could go both up and downstream. The keel was a heavy bar of wood fastened to the bottom, from bow to stern. This made the boats steadier and easier to steer.

When going down a river, keel boats floated with the current. But the return trip was another story. Where the water was shallow, the crews used poles to push the boats along. Where the river bank was low and clear of underbrush, the men pulled the boats upstream by means of towlines. This was slow, hard work, as you can see from the picture on the next page.

A regular passenger line was started

between Cincinnati and Pittsburgh. Before long, keel boats were traveling between Pittsburgh and New Orleans. They made the journey down the rivers in about two months. But it usually took at least four months to pull and push the boats back upstream. Once, a crew managed to get their boat from New Orleans to Cincinnati in 78 days. This is the shortest run on record.

Rivermen and river charts

The men who ran the keel boats and flatboats on the Ohio and Mississippi often frightened passengers from the East. These rivermen were rough characters, tanned a dark brown by the sun and wind. They wore moccasins, coarse woolen trousers, and bright red flannel shirts. Most of them carried hunting knives.

Even their speech was different from anything heard in the East. Instead of shouting "Run" when danger threatened, the rivermen yelled, "Start your trotters!" When a man moved quickly, they said he moved "quicker nor a alligator can chew a puppy." If a job was hard, they said it was "harder nor climbin a peeled saplin, heels uppard."

Tough as they were, these men knew their business. Every bend in the rivers was known to them and every stretch of dangerous water. The passengers admired the rivermen for their skill and knowledge of the rivers.

In time, travelers could buy books of maps to guide them down the Ohio and the Mississippi. A part of the Ohio River is shown on the next page, much as it looked on one of these early river charts.



Keel boats, unlike flatboats, were towed back up the river—a back-breaking job.

Part of the directions for using this map read:

GREEN RIVER, left side. At a middling stage of water, keep well to the right to avoid the rocks.

GREEN RIVER ISLANDS. Keep down the left-hand bend until near the point opposite Evansville.

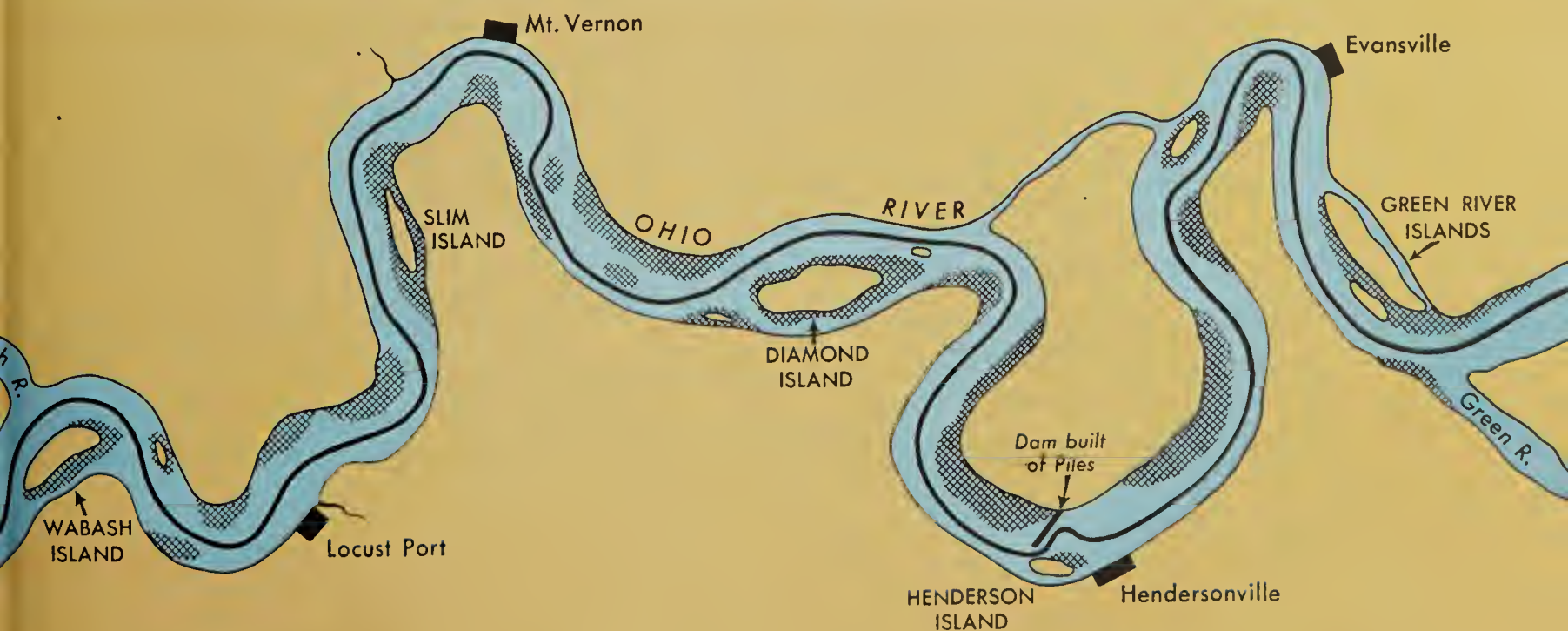
Charts of this kind saved many lives in the early days of the Ohio and Mississippi rivers. These charts remind us of those used by Prince Henry of Portugal when

his captains were exploring the coast of Africa.

Trade with the outside world

Among the most interesting boats were the “floating stores.” At Pittsburgh, traders built shelves and counters in the cabins of their flatboats. They filled the shelves with goods—cloth, shoes, clothing, needles, thread, ribbons, paint, hardware, kettles, pans, axes, knives, guns, powder, bullets, salt, and other articles. Then they started down the river.

By using charts like this, flatboat families could steer a safe course down the Ohio. The black line in the river marks the route.



AN EARLY RIVER CHART



A floating store

When one of these floating stores came near a village on the river bank, the trader blew a horn. By the time he reached shore, his customers were waiting for him. They helped him tie up his boat and then hurried into the store. They bought the articles they needed and listened to news from the outside world.

To get money for the things they wanted, the early settlers sold the produce of their farms and woodlands. For many years, their main problem was getting the produce to market. Between the settlers and the East were the forested Appalachians. The only other practical way to the outside world led down the rivers to the Mississippi, and down the Mississippi to the Gulf of Mexico.

For a long time, livestock could be marketed far more easily than crops. The animals walked to market. Each year,

thousands of cattle, hogs, and horses were driven across the mountains. They ate what they could find along the way.

After their long journey, the cattle and hogs were sold for meat in Philadelphia and other cities, and on the plantations farther south. So many hogs were driven over the Wilderness Road built by Daniel Boone that people called it the "Kaintuck Hog Road."

The pioneer farmers soon discovered that their corn and wheat could not be hauled over the mountains, or shipped down the rivers, at a profit. These grains were far too bulky to pay for the high costs of shipping them.

The farmers also discovered that flour made from wheat, and whiskey made from corn, did bring a profit. Tobacco, cotton, and lumber also could be shipped at a profit in some years. These were the products, then, that were sent downstream on the flatboats and keel boats.

At New Orleans, the cargoes were loaded on sailing ships which would carry them to cities along the Atlantic coast and in Europe. The crews of the river boats then started the long, hard trip back up the rivers to the Ohio Valley. Most of the men walked. This was easier than pulling a boat against the current.



1. The two pictures on pages 220 and 221 tell a story of the westward movement of settlers in our country. What story do they tell?

Describe the river bank as it probably looked before the first family of settlers built their cabin.

2. Why did the settlers west of the Appalachians welcome the "floating stores"?



A NEW INVENTION MAKES TRADE AND TRAVEL EASIER

Early settlers west of the Appalachians found trade with the East very difficult. Livestock had to be driven across the mountain passes. Goods could be shipped down the Ohio and Mississippi Rivers but not up the rivers. The steamboat changed all this. The Great Lakes and the rivers became highways of commerce linking the western frontier with the East and the rest of the world.

Men Invent a New Method of Transportation

Today, in our country and in many other countries in the world, engines do most of the heavy work.

Engines drive our ships, trains, automobiles, and airplanes. They drive the machinery in our factories and on our farms. Of course, men still do a great deal of heavy work by using the power of their own muscles.

For thousands of years, the only help men had was from the animals they domesticated and from the power of wind and water.

Horses, oxen, donkeys, and other animals were trained to do some of the hardest work. The power of the wind was used to drive sailing ships and windmills. Falling water was used to turn the

machinery in flour mills and other factories. River currents carried boats downstream.

Until the time of George Washington, these were about the only kinds of power that people used.

Then, in several different countries inventors began to build steam engines. James Watt, a Scot, was one of these early inventors. Some of the first engines he made were put to work pumping water out of English mines.

John Fitch builds a steamboat

Other inventors began to think about putting the new steam engines in boats. One of these inventors was John Fitch who lived in Philadelphia.

In 1785, Fitch built a small model of a steamboat that he tested on a nearby pond. The toy boat worked. He decided to borrow money and build a larger boat and engine.

With his model under his arm, Fitch went to talk with many American leaders. His eyes flashed when he talked about his invention. It would help in the settlement of the Ohio country beyond the mountains, he said.

Steamboats will make the Ohio country "four times as valuable," John Fitch argued. "They will be particularly useful in the navigation of the River Mississippi."

Everyone listened politely, but no one would lend him any money. Even Benjamin Franklin, himself an inventor, refused to help. Finally, after many months of effort, John Fitch was able to borrow enough money to carry on his work.

During the next few years, he built several steamboats. People used to stand by his boat yard and laugh at his "crazy"

new invention. But Fitch kept on with his work.

At last, in 1790, he was ready to start a regular steamboat line on the Delaware River. On June 14, the people of Philadelphia read the following notice in their newspapers:

"THE STEAMBOAT is now ready to take passengers, and is intended to set off from Arch Street Ferry, in Philadelphia, every Monday, Wednesday, and Friday, for Burlington, Bristol, Bordentown, and Trenton, to return on Tuesdays, Thursdays, and Saturdays."

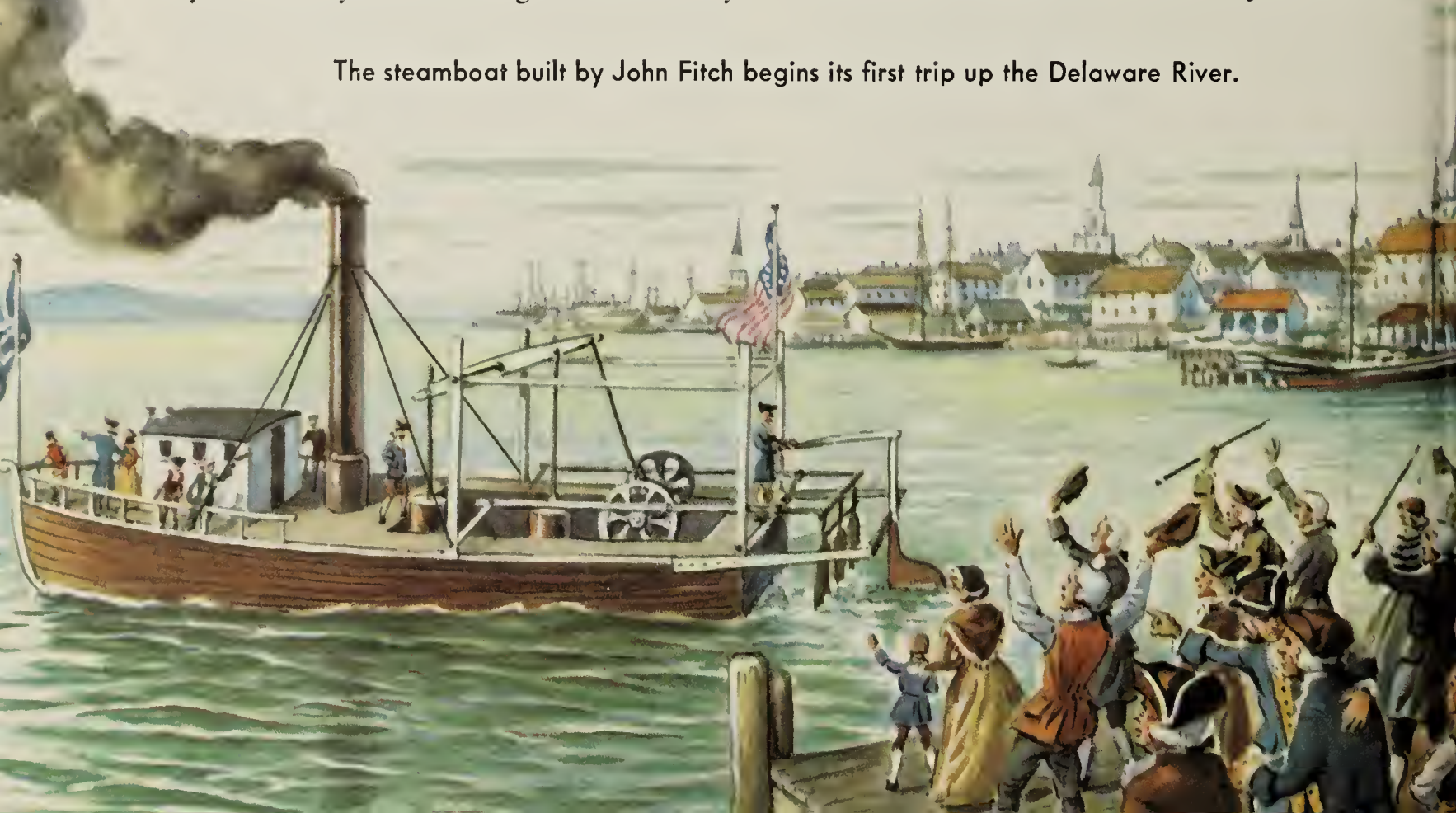
For a few months, Fitch's steamboat made regular trips up and down the Delaware River. But the business did not make money, and Fitch finally had to give up.

Robert Fulton is more successful

Within a few years, a number of other inventors were planning and building steamboats. One of these men was Robert Fulton.

Fulton studied the work of John Fitch

The steamboat built by John Fitch begins its first trip up the Delaware River.



and other inventors in Europe and America. While in England, he drew the plan for a steam engine and had it built by an English company. Then he returned to New York with his engine and went to work on a steamboat called the "Clermont."

August 11, 1807, was the day set for the trial run up the Hudson River. Crowds gathered at the wharf. Many people stood and watched. Some of them laughed at Fulton. Then the engine was started. Smoke poured from the stack. The paddle wheels began to turn. Slowly, the "Clermont" moved out into the river and headed upstream.

No one laughed at Fulton now. Men

shouted, threw their hats into the air, and slapped each other on the back.

Soon the "Clermont" was making regular trips between New York and Albany. People gathered on the banks to watch it pass. Their cheers mingled with the clank of machinery.

One group of men did not cheer. These were the men who ran the sailing ships that carried freight and passengers up and down the Hudson. They knew that steamboats might ruin their business. They tried to wreck the "Clermont." But when other steamboats appeared on the river, the sailing men had to admit that the fight was hopeless. The steamboat had come to stay.

Westward by Steamboat

News of Fulton's steamboat now and then reached the country west of the Appalachians. But most of the settlers on the Ohio River never heard the news.

The first steamboat on the Ohio

One night in the year 1811, an ear-splitting roar wakened the citizens of Louisville, Kentucky. Suddenly the noise ended, and out of the silence came a shout, "To the river! To the river!"

Jumping from their beds, the people pulled on their clothes and hurried to the river bank. When they saw what had frightened them, they burst out laughing. There, tied to the bank, was a queer-looking boat, different from any they had ever seen. It was called the "New Orleans," the first steamboat on the Ohio River.

The strange boat had a smokestack and a paddle wheel. The terrible noise had come from escaping steam. There was nothing to fear.

The "New Orleans" had been built in Pittsburgh. It had come down the Ohio River to Louisville. From there, it made a short trip back upstream to Cincinnati. Then it steamed down the Ohio and Mississippi to New Orleans. Settlers rushed to the river banks to see it pass. Indians looked in wonder at this new magic.





These big steamboats at the docks of St. Louis suggest how important the steamboat was in the growth of river cities. St. Louis became a thriving center of travel and trade. Later, it was a point from which explorers and settlers set out for lands still farther west.

Steamboats bring changes to the country west of the Appalachians

Within a few years, steamboats made the western country much more valuable, just as John Fitch had predicted.

Steamboats could travel upstream as well as downstream. They could carry large cargoes of freight and many passengers. People still used flatboats and keel boats. But every year, more of the freight and passengers were carried in steamboats.

As more steamboats were built, freight charges began to come down. The price of passenger tickets also was lowered. The lower prices made it possible for more people to travel and to ship freight. In some years, steamboats carried millions of passengers and millions of dollars worth of freight.

As river trade increased, the river towns and cities grew with it. New

Orleans, St. Louis, Cincinnati, Pittsburgh, Louisville, and Memphis were busy steamboat centers. Up and down the western rivers, steamboat landings hummed with the loading and unloading of cargoes, and the coming and going of steamboats.

Many settlers along the rivers earned a living selling firewood to the steamboat men. When a boat needed fuel, the captain blew his whistle. By the time he pulled in to a small wharf, the settler was waiting for him.

Some steamboats were made into floating stores. These made regular trips up and down the rivers. In time, showboats also were built. A showboat had a small stage and assembly hall. These "floating theaters" stopped overnight at small settlements, as well as at the larger towns, along the rivers. Settlers for miles around came to see the shows. The arrival of a showboat was one of the big events in the lives



of the people who lived in the river settlements.

The steamboat helped to unite the people who had settled west of the Appalachians. Travel increased between the growing towns and cities. The blazing lights of the passenger boats, moving at night on the dark rivers, were a sign to lonely settlers that the outside world was not too far away.

Westward on the Great Lakes

Long before settlers moved into the Ohio Valley, people were traveling on the Great Lakes in light bark canoes. The early travelers were mostly Indians, explorers, and traders. Their principal cargo was furs. Light in weight and very valuable, furs could be carried easily in bark canoes and sold at a profit after a journey of hundreds of miles.

Father Marquette, La Salle, and other French explorers used the Great Lakes as a connecting link between the St. Lawrence River and the Mississippi Valley. The Lakes were like a broad highway leading westward into the heart of North America.

Later, sailing ships were built and used on the Great Lakes to carry freight and

passengers. Thousands of settlers on their way to new homes in "the West" traveled part of the way by sailing ship.

Passengers could go on board at Buffalo, at the eastern end of Lake Erie. They landed at one of the raw, young lake-front settlements hundreds of miles farther west.

Then, in 1818, the first steamer was built on the Great Lakes. This was the "Walk-in-the-Water," built near Buffalo. Its engine was shipped up the Hudson River from New York and then hauled overland by wagon to Buffalo.

Within a few years, more steamers were built and put into service. As traffic on the Lakes increased, the tiny lake ports grew in size. Frontier trading posts like Detroit, Cleveland, and Fort Dearborn, now Chicago, were growing into busy centers of shipping and trade.

On the Great Lakes, too, steamboats helped to build new cities and open up the western lands.



The Growing West

America was spreading westward. The country beyond the Appalachian Mountains was becoming more important every year.

Between 1789, when the government began operations under the Constitution, and 1821, eleven new states entered the Union. Two of these new states were Maine and Vermont. All of the others lay in the country west of the Appalachians.

The people of these new "western states" were electing representatives to the Congress of the United States. The western congressmen met with congressmen from the older states in Washington, D.C. They helped to make the laws for the nation. They tried to make laws that

would help the settlers in the new states west of the mountains.

Town and country life west of the Appalachians

The people in the growing towns and cities lived much as town people did in the East. Some of them were businessmen. Others worked in stores and small factories. They went to church, sent their children to school, and read local newspapers. When they needed help, they called on doctors, lawyers, or ministers.

Of course, not all the western towns were large and prosperous. From the decks of the steamboats, travelers saw many tiny villages along the river banks. Some of these villages were nothing more than a few rough cabins, with chickens pecking in the dooryards.

Many of the settlers lived in the back country, away from the rivers. They raised almost everything they needed in small fields cleared from the forest. These people seldom saw a teacher or a minister or a doctor or a lawyer. Mothers and fathers who knew how to read and write taught their own children.

Sometimes several families paid one of the women to teach their children. While the woman did her housework, the children sat on rough benches and learned to read and write.

Now and then a "circuit rider" rode down the trail and stopped at one of the cabins. This was a big event. The circuit rider was a traveling preacher who followed a regular route, or circuit. The



boys ran to all the neighbors and spread the news that the preacher had come.

Soon the neighbors gathered. Then, whether it was Sunday or not, the people had a church service. When the service was over, the preacher packed his Bible and his extra clothes in his saddlebags, climbed on his horse, and rode down the trail to another settlement.

The people who lived in "the West" were building more than farms and towns and villages. Whether they lived in a town or in the back country, they were learning to live together. On election days, they voted for men they wanted to represent them in the government.

"The West" was growing and changing. Each year it became a more important part of the growing nation.



A church service where there was no church

Thinking about What You Have Learned

1. Imagine you are helping to guide a flatboat down the Ohio River. Using the chart on page 223, describe your trip downstream from the Green River Islands to Wabash Island.

The black line marks the safe route for you to follow. Explain why the line was drawn near the right bank of the river in some places, and near the left bank in others.

2. What big advantage did keel boats have that flatboats did not have? If you need to, read again the story about keel boats and flatboats on page 222.

3. Using the picture on page 223, describe some of the difficulties of travel by keel boat.

4. What advantages did steamboats have that keel boats did not have?

5. People who lived in the days of steamboats noticed many improvements that were

made in them. What improvements can you point out in the pictures on pages 226, 227, and 228?

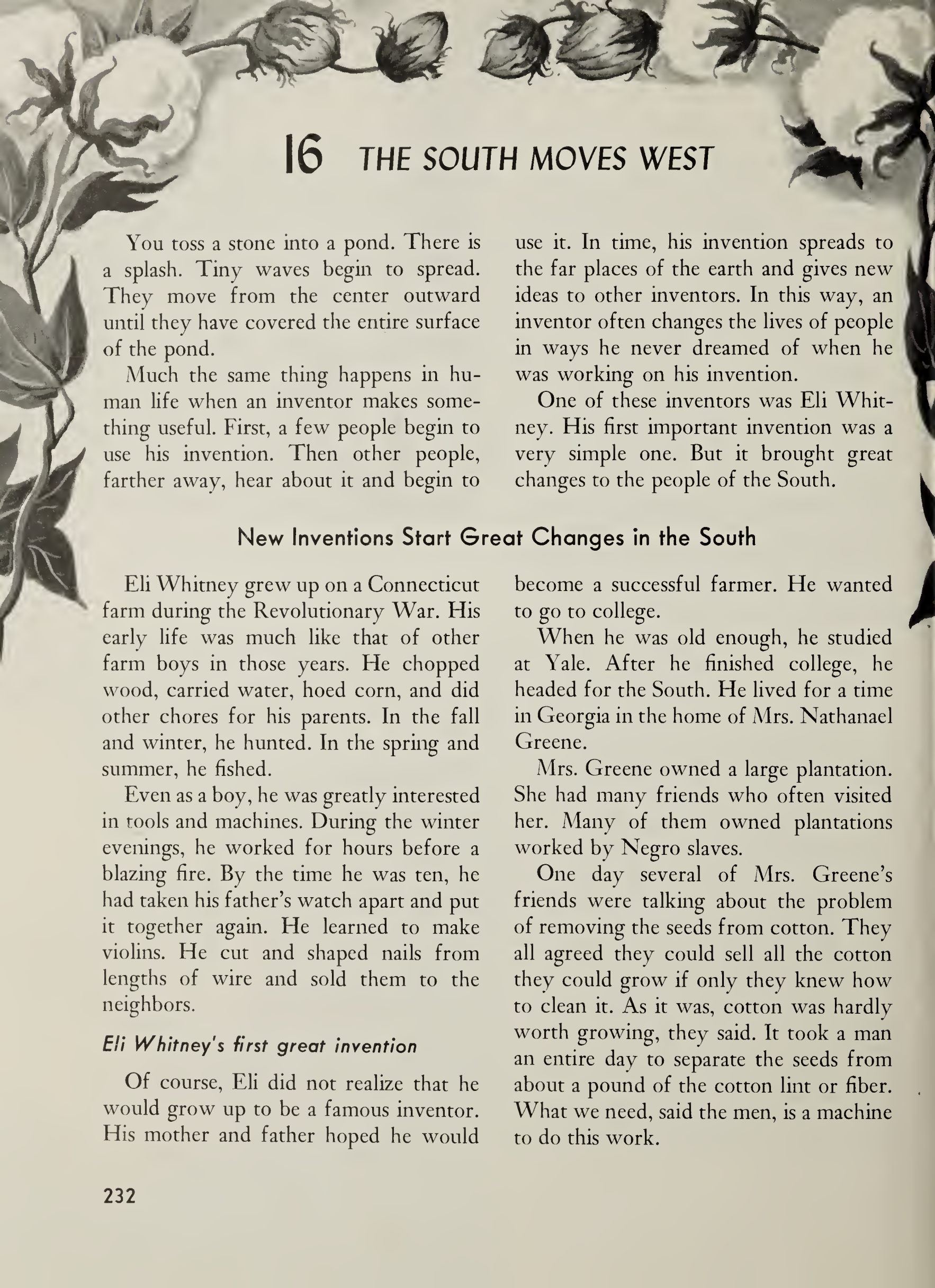
Describe some of the improvements you yourself have noticed in automobiles and airplanes since you were in the first or second grade.

6. If your father owned a "floating store" on the Ohio River, what are some of the articles he would carry? In making your list, use the picture on page 224 and the story on page 223.

7. How did the families of settlers get the money to buy these things?

8. Suppose you lived on a farm near Louisville, Kentucky. Using the map on page 225, describe how you would get your produce to market.

9. Explain why settlers were so glad to see the "circuit rider."



16 THE SOUTH MOVES WEST

You toss a stone into a pond. There is a splash. Tiny waves begin to spread. They move from the center outward until they have covered the entire surface of the pond.

Much the same thing happens in human life when an inventor makes something useful. First, a few people begin to use his invention. Then other people, farther away, hear about it and begin to

use it. In time, his invention spreads to the far places of the earth and gives new ideas to other inventors. In this way, an inventor often changes the lives of people in ways he never dreamed of when he was working on his invention.

One of these inventors was Eli Whitney. His first important invention was a very simple one. But it brought great changes to the people of the South.

New Inventions Start Great Changes in the South

Eli Whitney grew up on a Connecticut farm during the Revolutionary War. His early life was much like that of other farm boys in those years. He chopped wood, carried water, hoed corn, and did other chores for his parents. In the fall and winter, he hunted. In the spring and summer, he fished.

Even as a boy, he was greatly interested in tools and machines. During the winter evenings, he worked for hours before a blazing fire. By the time he was ten, he had taken his father's watch apart and put it together again. He learned to make violins. He cut and shaped nails from lengths of wire and sold them to the neighbors.

Eli Whitney's first great invention

Of course, Eli did not realize that he would grow up to be a famous inventor. His mother and father hoped he would

become a successful farmer. He wanted to go to college.

When he was old enough, he studied at Yale. After he finished college, he headed for the South. He lived for a time in Georgia in the home of Mrs. Nathanael Greene.

Mrs. Greene owned a large plantation. She had many friends who often visited her. Many of them owned plantations worked by Negro slaves.

One day several of Mrs. Greene's friends were talking about the problem of removing the seeds from cotton. They all agreed they could sell all the cotton they could grow if only they knew how to clean it. As it was, cotton was hardly worth growing, they said. It took a man an entire day to separate the seeds from about a pound of the cotton lint or fiber. What we need, said the men, is a machine to do this work.

At this point, Mrs. Greene called in Eli. At least, that is the way the story has come down to us. "Eli can make anything," she told her guests.

When Eli appeared, the planters explained what they had been talking about. He went to work at once in an old barn not far from the house. "In about ten days I made a little model," Eli wrote in a letter.

It was a simple little engine, or "gin," as people called it. When Eli showed it to a group of planters, each one wondered why *he* had not thought of it himself. But the important thing was that it worked. When Eli turned the crank, the seeds fell out on one side and the clean cotton on the other.

Eli went to work to improve his little machine. He wrote, "I made one . . . with which one man will clean ten times as much cotton as he can in any other way." Later, he made other improvements. Within a few years, cotton gins

were being used in all of the cotton-growing lands of the South.

Whitney invented the cotton gin in 1793 when he was still a young man. He lived to make many other important inventions. But nothing he ever did changed people's lives so quickly as the little machine he first built in a barn in Georgia.

Why was the cotton gin so important?

Some of the reasons can be found on the southern plantations like those of Mrs. Greene and her friends. When a gin was used, cotton farming paid much better than it did before. As a result, the planters had more land planted to cotton, and they needed more slaves to tend and harvest it.

On the small southern farms, a family could clean all the cotton they could grow. And they could sell all they could clean.

Who wanted to buy all this cotton?

A working model of an invention that changed the South



To answer this question we have to leave the South and look at what other inventors were doing in England.

New machines in England

Just before Eli Whitney was born, English inventors made a number of new machines. These machines were used to spin thread and to weave cloth. At first, they were run by water power.

Then another inventor appeared. When Eli Whitney was just a baby, James Watt built one of the first successful steam engines. During the years when Eli was growing up, Englishmen were

Machines like this greatly increased the demand for Southern cotton.



beginning to use steam engines to run the new spinning and weaving machines.

Country people moved to the towns to find work on the new machines. Even the children were put to work. It was not hard to sell the cloth turned out by the mills. People in many parts of the world wanted to buy it, for it was cheaper than the cloth made in other countries.

As more cloth was sold, the mills were made larger, and better machines were built. More wool and cotton fiber was needed to feed the machines. By the time young Whitney had finished college, English mill owners were buying all the cotton fiber they could get. And they were paying good prices for it.

Samuel Slater builds machines in New England

Mills for spinning thread and weaving cloth were also built in the United States at about this time. One of the men who made this possible was Samuel Slater.

As a boy, Samuel worked in a textile mill in England. He was a keen, hard-working lad. Before he was twenty-one, the owners put him in charge of the mill. But he decided to move to America in spite of the promising future that lay before him in England. He thought there was a greater opportunity to become successful in the New World.

Young Slater arrived in New York in 1789 and took a job in a factory. Soon he heard that Moses Brown, the owner of a small factory in Rhode Island, was looking for a manager. Samuel wrote to him, saying, "I can give the greatest satisfaction in making machinery."

Moses Brown was a Quaker. In his reply to young Slater, he wrote, "We hardly know what to say to thee. But if thou wilt come and do it, thou shall have all the profits over and above the interest of the money they cost and the wear and tear of them."

Samuel Slater went to Pawtucket, Rhode Island, and built the machines for Moses Brown. He had brought no plans

or drawings with him. Indeed, it was against the law to carry drawings of this kind out of England. He built the machines from memory. Then he started them going by water power.

Other mill owners in New England copied the machines built by Slater. Before many years had passed, the mills in New England were using huge quantities of cotton grown by farmers in the South.

The "Cotton Kingdom" Spreads South and West

To meet the growing demand of mill owners in England and New England, southern farmers began to grow more cotton. They grew it on big plantations. They grew it on small farms. Soon it became the most valuable "cash crop" in the South. People began to say, "Cotton is King."

To be sure, other crops were still important. Tobacco, rice, and sugar cane were grown for cash in different parts of the South. The great food crop almost everywhere was corn. On small farms, the corn patch was never far from the cabin door.

But cotton was "King." It was King because so many Southerners depended on it for a living.

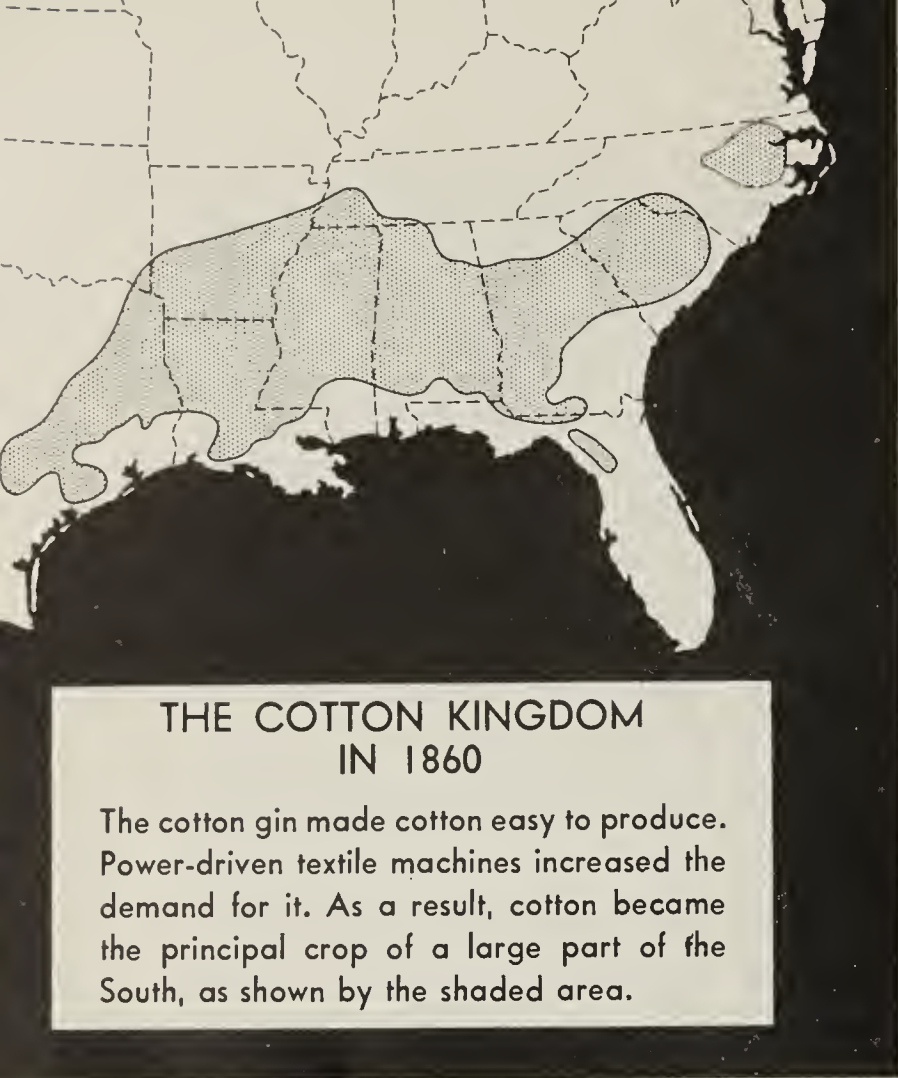
The best lands for growing cotton

The kind of cotton grown by most of the planters and farmers required a long, warm growing season. More than six months were needed between killing frosts. The cotton plants also had to have plenty of rain while they were growing, and dry weather during the picking season.

There were huge areas of land in the South where the weather was fine for growing cotton. But the men who grew cotton soon learned that the crop did well in some soils, and poorly in others. Planters spoke of "good cotton soil." This was a mixture of sand, clay, and decayed vegetable matter.

On small farms and large, "Cotton was King."





THE COTTON KINGDOM IN 1860

The cotton gin made cotton easy to produce. Power-driven textile machines increased the demand for it. As a result, cotton became the principal crop of a large part of the South, as shown by the shaded area.

Cotton-growing planters and farmers tended to settle on land with good cotton soil. Other kinds of land were left to people who did not grow cotton.

In their search for good cotton land, southern pioneers began to move south and west. Fifty years after the cotton gin had been invented, the "Cotton Kingdom" stretched from North Carolina to lands west of the Mississippi. By 1860, it had spread deep into Texas. Most of this country was wild forest land when Eli Whitney first made his invention.

Rich planters move to new homes

A few of the pioneers were wealthy tobacco planters from Virginia and North Carolina. Others were cotton planters from the Carolinas and Georgia. On many of these old plantations, the

soils were nearly worn out. The owners had decided to sell their plantations and try their luck farther west.

When these wealthy planters traveled, they went in style. The owner and his family rode in a coach with a well-dressed driver sitting high and handsome in the driver's seat. Behind the coach came the servants, riding in wagons. Following them were other wagons loaded with tools, furniture, and supplies. In the rear came the men in charge of livestock, driving the cattle, horses, and hogs along the dusty road.

Every night this large group of travelers stopped at a plantation along the road. They were always welcome, even if the owner of the plantation did not know them. The next morning, or perhaps two or three mornings later, the travelers took to the road again.

After several weeks, the company arrived at the new plantation. A grown son, or perhaps a hired overseer, had been sent on ahead to see that homes were built. The slaves moved into new cabins. The planter and his family moved into the new plantation house. Everyone began a new life growing cotton in the rich new land.

Life on a cotton plantation

A few of the very rich planters lived in mansions surrounded by well-kept lawns and flower gardens. They entertained a great deal. When a party was going on, the mansion blazed with lights. The planters also spent much time with their friends hunting, fishing, and riding horseback.



Owners of the large plantations had time for gracious entertaining.

But life was not all play, even for a wealthy planter. Both the planter and his wife had to manage the plantation. Most of the food was raised on the plantation. Fields of corn had to be planted, hoed, and harvested. Vegetable gardens needed care. Cattle, hogs, sheep, and chickens were raised for food. Fences had to be built, tools repaired, and buildings kept in order.

Most of the physical work was done by slaves. Some were skilled carpenters, masons, and blacksmiths. Others were trained to do housework. A large number worked in the fields under the direction of an overseer.

The slaves lived in one-room cabins not far from the mansion. Each week the planter gave them a supply of meat and corn meal. In addition, they had their own vegetable patches beside their cabins. On some of the plantations, the men were allowed to go hunting or fishing when they were through with the day's work.

Of course, the big job was that of rais-

ing cotton. This was the "cash crop." It was the only crop that brought the planter any money.

The workers planted the seeds in the spring. Then came "chopping" time. This was done by thinning out the plants with a hoe. Even the children helped to chop cotton.

The busiest season of the year began in August and continued through December. This was picking time. On many plantations, the workers took pride in the amount of cotton they could pick. There are records of men and women who picked more than three hundred pounds of cotton in a day. Of course, most people picked much less. But even the children picked a few pounds a day.

The cotton was cleaned in a gin and packed in bales that weighed five hundred pounds. Carts carried the bales to the nearest river town or seaport. At the seaports, the bales were loaded on sailing ships which carried them to England and New England.

On the plantations, work went on during the winter months. New fields were cleared. In the spring, the rich new soil would be planted to cotton.

Pioneer farmers move south and west

Not many people in the South were owners of large plantations. Most Southerners lived on small farms. They lived much the same as farmers in other parts of the growing nation.

But they, too, were on the move in the years following the Revolutionary War. The roads of the South were lined with wagons. The farmer and his wife rode on the wagon. They were dressed in rough work clothes. Barefoot children ran beside the plodding mules or oxen. A cow or two trailed on a rope tied to the wagon. These families were heading south and west to the frontier country where land was cheap.

When they reached the land they wanted, they built log cabins. Some of these homes were called "dog-run cabins."

On to a new frontier!

A "dog-run cabin" was really two small cabins connected by a porch.

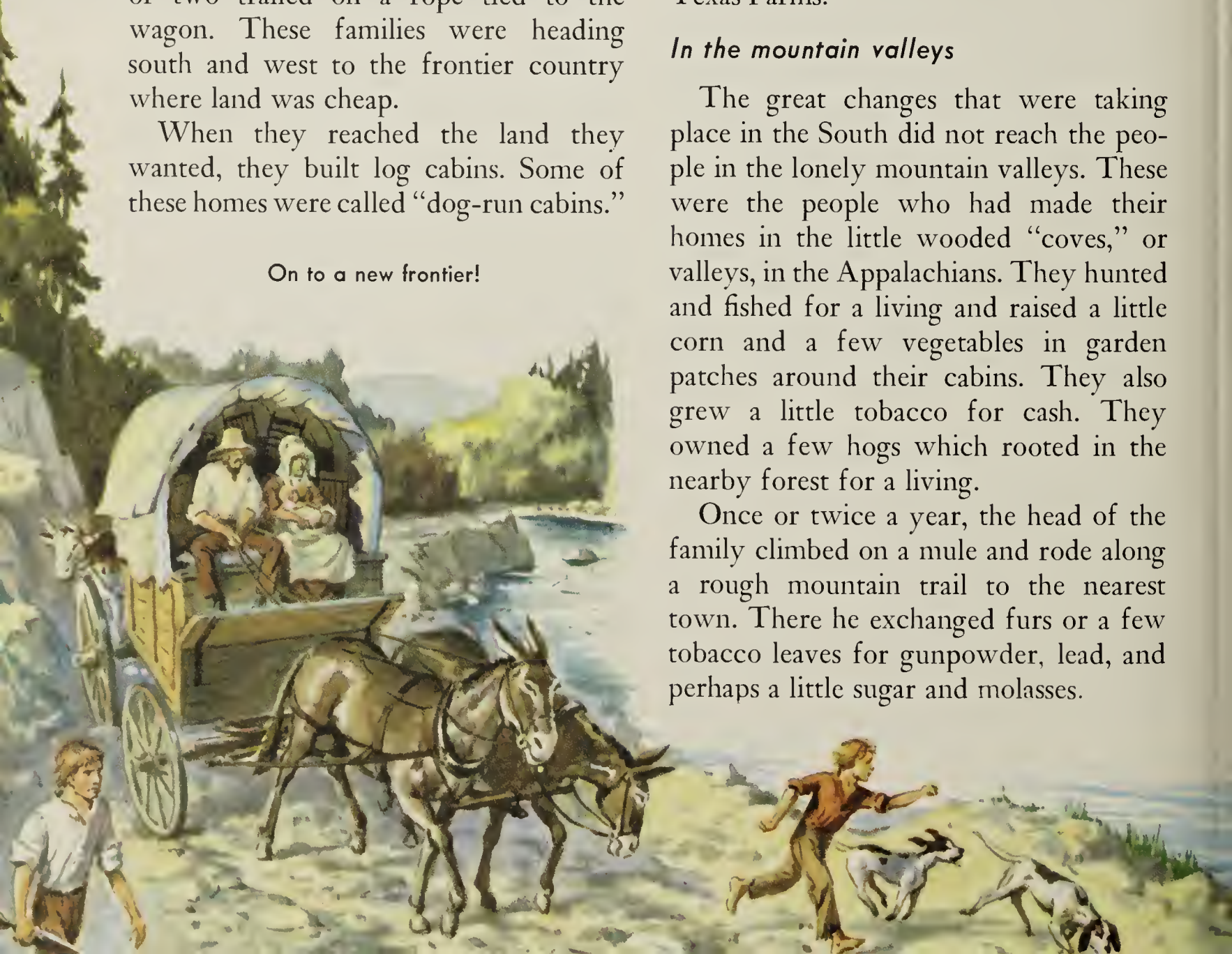
Around their cabins, the pioneer farmers planted corn and vegetables among the tree stumps. Those who settled on good cotton land also planted a few acres of cotton for a cash crop. Some of them had success and became wealthy planters.

Not all of the small farmers were successful. For a few years, the cotton grew well on the new land. Then the soil became worn out, and the farmers could no longer grow a good cash crop. When this happened, some families stayed on their land and tried to make a living on the ruined soil. Others left their farms and moved farther west. People called the worn-out cotton fields "Gone-to-Texas Farms."

In the mountain valleys

The great changes that were taking place in the South did not reach the people in the lonely mountain valleys. These were the people who had made their homes in the little wooded "coves," or valleys, in the Appalachians. They hunted and fished for a living and raised a little corn and a few vegetables in garden patches around their cabins. They also grew a little tobacco for cash. They owned a few hogs which rooted in the nearby forest for a living.

Once or twice a year, the head of the family climbed on a mule and rode along a rough mountain trail to the nearest town. There he exchanged furs or a few tobacco leaves for gunpowder, lead, and perhaps a little sugar and molasses.

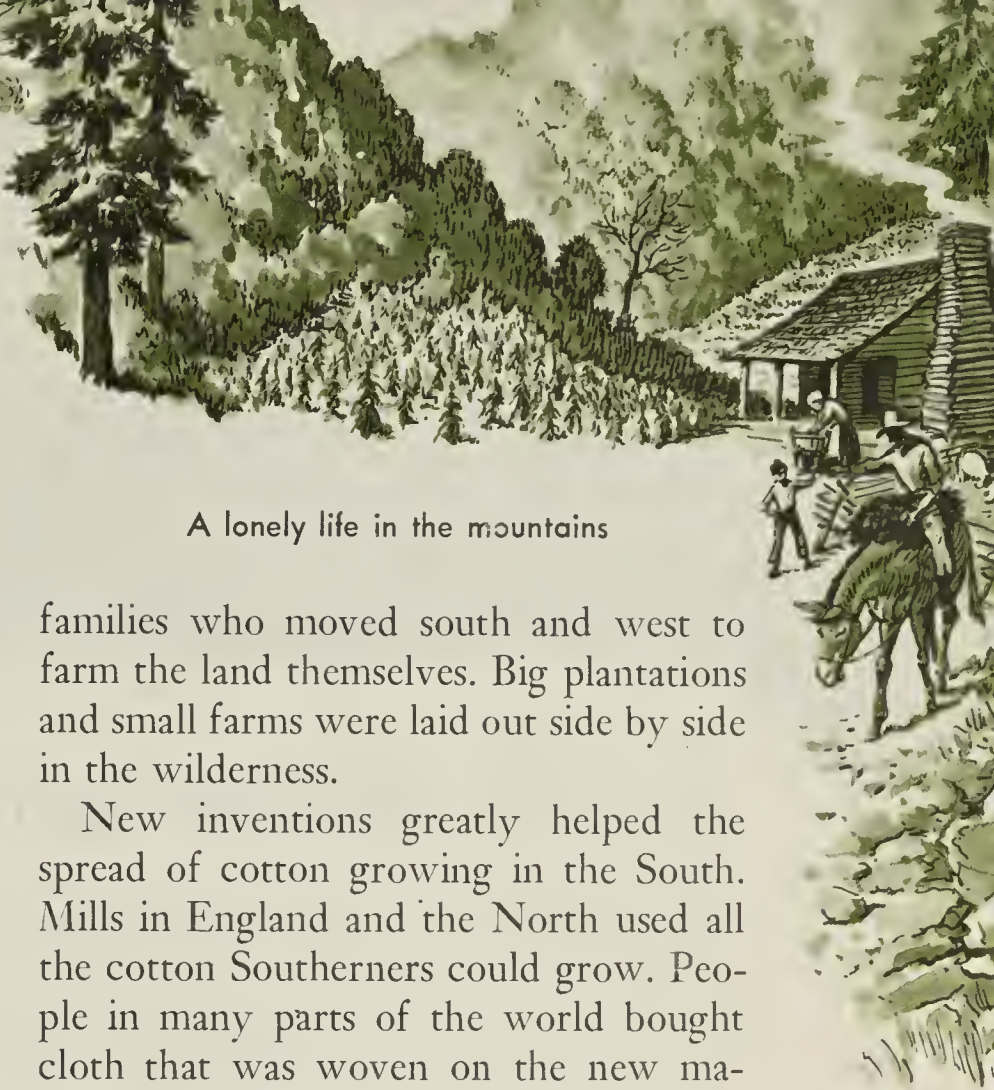


Most of these people never left the valley in which they were born. Boys and girls grew up, raised families, and died in the cabins that their great-grandfathers had built. Now and then a family would visit neighbors who lived “a whoop and a holler” up the valley. Except for these visits, they saw no other people.

The growing South

Fifty years after Eli Whitney had invented the cotton gin, southern pioneers had pushed south and west as far as Texas. They had cleared forests and planted cotton on the rich new soil. They had also raised corn and vegetables and livestock for food.

Planters moved with their slaves. In addition, there were thousands of farm



A lonely life in the mountains

families who moved south and west to farm the land themselves. Big plantations and small farms were laid out side by side in the wilderness.

New inventions greatly helped the spread of cotton growing in the South. Mills in England and the North used all the cotton Southerners could grow. People in many parts of the world bought cloth that was woven on the new machines and made from southern cotton.

Thinking about What You Have Learned

1. Describe what happens to the water when you toss a stone into a pond. Using this as an example, explain what happens when an inventor makes something that people want to use.

2. Use the picture on page 233 to explain how Eli Whitney’s cotton gin worked. Point out the cotton bolls filled with seeds and also the cleaned cotton in the picture.

3. If you live in a part of our country where cotton is not grown, try to bring to class a cotton boll for your classmates to look at.

4. If you have seen cotton growing, describe how it looked. Tell where you saw it growing and at what time of year you saw it. If people were at work in the fields, tell what they were doing.

5. What do you understand a “cash crop” to be?

Name some other crops besides cotton which bring in cash to the farmer.

What was the big cash crop of the early planters and farmers in Virginia? You may wish to look again at the picture and story on page 130.

6. What was a “Gone-to-Texas Farm”? Why did the family want to leave?

7. Compare the way a plantation owner moved westward with the journey of a family from a small farm. Which pictures in this chapter show this?

8. How did cotton farmers in the South depend upon mill owners and factory workers in England and in the North?

How did the mill owners and factory workers depend upon the cotton farmers?

Describe different ways in which farmers and factory workers depend upon one another today.



17 INVENTORS HELP to BUILD "THE WEST"

The man on horseback hardly moved. Behind him, the shadows of evening almost hid the forest trail. Ahead, toward the west, the huge red ball of the sun seemed to be sinking into a sea of grass.

This was the rider's first glimpse of a prairie. He was looking at the windswept grasslands in what is now Illinois.

Back on his farm near the Ohio River, he had heard about the prairie country. Now he saw it for himself. The tall grass reached nearly to his saddle.

That night he camped in the shelter of the woods that grew at the prairie's edge. As he lay in his blanket, he thought about the wild prairie country.

Should he bring his wife and children to settle here? How could he farm this grassland? No plow he had ever seen could rip through the thick prairie sod.

The next morning, he saddled his horse and turned his face toward home. He would stay on his woodland farm. There were too many risks on the open prairie.

The need for new inventions

In the early 1800's, the United States was growing rapidly. But most of the settlers stuck to the river valleys. Large areas of land lay untouched. This was true even in the older states east of the Appalachian Mountains.

The growing nation needed better tools and machines, and better means of transportation. Even the best plows were not good enough to cut through the tough prairie sod. There were sickles and hoes, shovels, axes, and saws, and hammers. But these were all hand tools, and hand tools were not enough. Men needed machines.

They also needed better roads. The roads were so poor, people used to joke about them. One of the jokes was about a traveler who saw a hat lying in a muddy road. The traveler picked up the hat and was shocked to discover a man's head under it.

“Oh, my poor fellow!” he exclaimed. “Let me help you out of the mud.”

“Don’t worry, sir,” the man replied cheerfully. “I don’t need any help. I have a good horse under me.”

West of the Appalachians, most people traveled by river. But many of the rivers were crooked and winding. Steamboats often had to follow roundabout routes.

Engineers and inventors were thinking about better means of transportation. They were beginning to build better roads and canals. They were inventing new tools and machines to do the work they wanted done.

From earliest times, men have invented

new ways of doing things. In the late 1700’s and early 1800’s, men in Europe and America began to invent so many new things that we sometimes say a new period of history began. Usually it is called the “Age of Inventions” or the “Industrial Revolution.” Whatever we call it, we can be sure that the “Age of Inventions” is still going on. All we need to do is to look at the world around us to see that this is true.

In time, the new inventions changed life all over the world. Our story, however, is about the inventors who helped settlers to build “the West” in the early years of the 1800’s.

New Highways into "the West"

A new invention improves the old National Road

The people who lived in western Maryland were puzzled. A gang of men with picks and shovels were digging up their road.

By “their road,” the people meant the National Road. It was one of the most important routes into “the West.” It had been built across the Appalachian Mountains to the Ohio River. This had taken years of hard work. Why would anyone dig it up?

This question was soon answered. Engineers in charge of the job explained that this was a new way to build a road. John McAdam, a Scotch engineer, had built one like it in England. “McAdam’s roads,” as they were called, were expensive, but they were good. Soon, the old

National Road would be better than ever.

Mile after mile, the road workers pushed westward. They scooped out a





Building the first paved road to the West

shallow trench where the old road had been. Then they filled the trench with wagon loads of broken stone, as the men in the picture are doing. On each side of the road, they dug a ditch to carry off the water.

After 1825, the National Road was pushed westward across Ohio and Indiana into Illinois. Parts of the road were rebuilt, or “macadamized,” from Baltimore to Indiana. Wagons rolled along more easily. Horses pulled heavier loads with much less effort. Traffic was speeding up between the East and West.

Busy years of road building

While the National Road was being built, thousands of miles of other roads

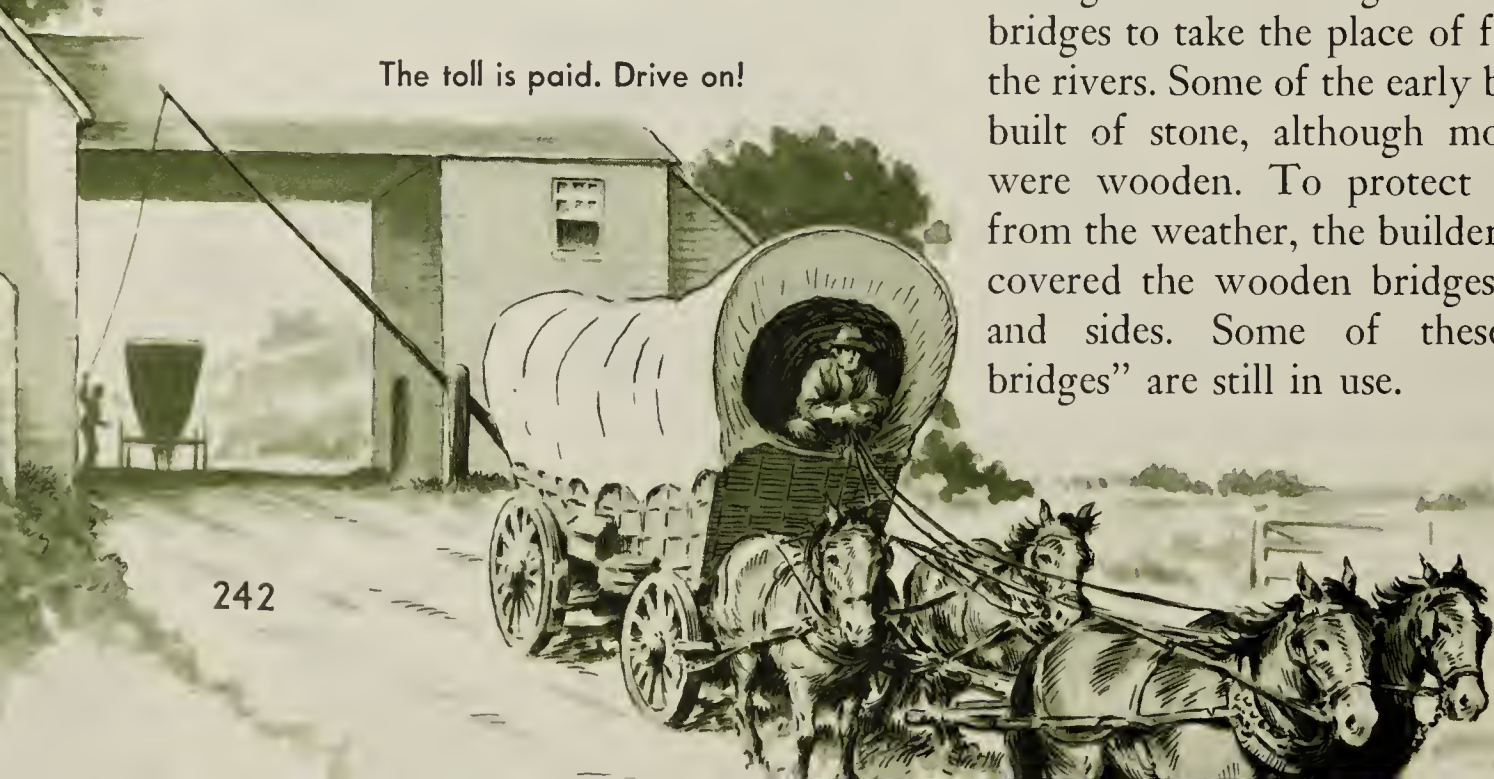
were being built by the state governments. Other new roads were owned and kept up by private companies.

These companies charged a toll, usually several cents a mile, to travel over the road. Every few miles a traveler was stopped by a pole, or “pike,” stretched across the road. After the traveler had paid his money, the toll keeper turned the pike and allowed him to continue his journey. People called these roads, “turn-pikes.”

Many builders made plank roads or “corduroy roads.” A corduroy road was made of logs, laid side by side. But the planks and logs soon rotted, and then these roads were worthless.

Engineers also began to build new bridges to take the place of ferries across the rivers. Some of the early bridges were built of stone, although most of them were wooden. To protect the timbers from the weather, the builders sometimes covered the wooden bridges with roofs and sides. Some of these “covered bridges” are still in use.

The toll is paid. Drive on!



The new roads and bridges made travel much easier. The most interesting roads of all were those that led over the mountains into "the West."

Stage coach days on the National Road

Boys and girls who lived along the National Road knew they were lucky. There was always something to see. A stream of travelers passed by in both directions.

Most exciting of all were the stage coaches. Pulled by several horses, they dashed by on regular schedules. People along the road came to know the drivers by name. There was Homer Westover, famous because he once drove his "stage" for an entire day and night at an average speed of ten miles an hour. There was Montgomery Demming who weighed more than 450 pounds. And there were many others.

The names of the stage coaches were painted on the sides. People soon learned the names. "It's time for the *George Washington*," they would say. "*The Columbus* just went by."

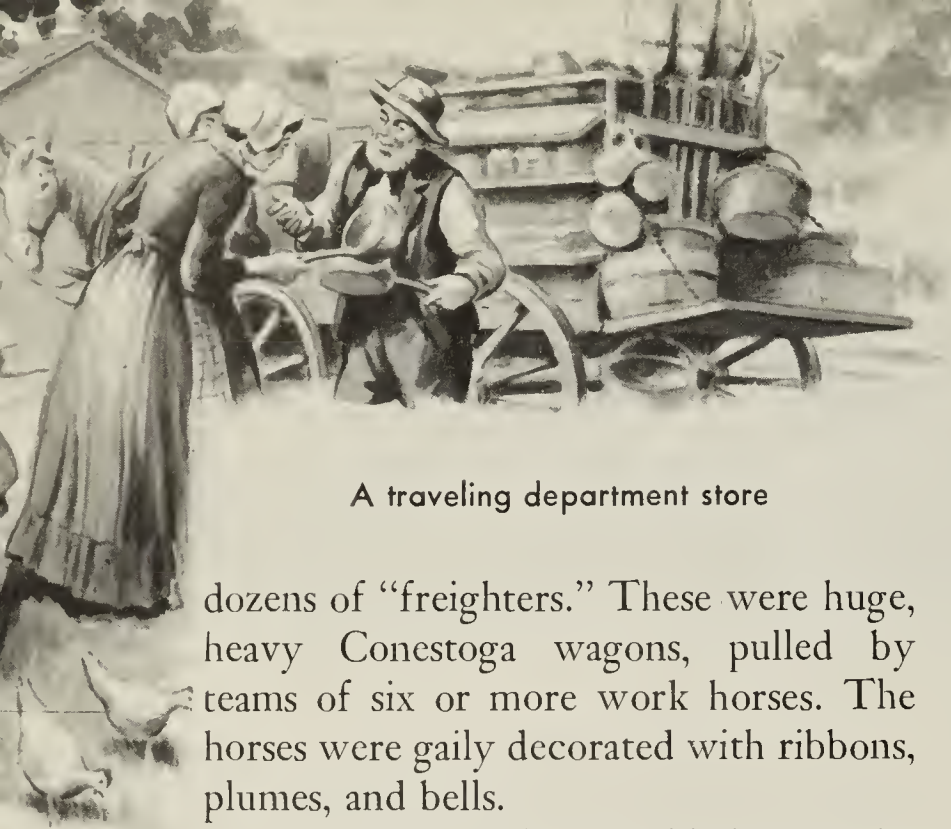
The people also knew the names of the rival companies that ran stages on the National Road. Among them were "The Pioneer Line," "The June Bug Line," "The Oyster Line," and "The Good Intent Line."

It was easier to watch the stage coaches than it was to ride in them. They ran at a fast clip. Every ten or twelve miles the horses were changed. The driver pulled into a relay station. Before the coach stopped, a gang of men was unhitching the tired horses and harnessing the fresh ones. In a minute or two, the job was done, and the stage was off to the next station.

For every stage coach, there were

Move fast there! We're ten minutes late.





A traveling department store

dozens of "freighters." These were huge, heavy Conestoga wagons, pulled by teams of six or more work horses. The horses were gaily decorated with ribbons, plumes, and bells.

In order to see beyond his horses, the driver often rode on a step attached to the left side of the wagon. When two wagons passed, each of the drivers kept his team as far to the right as he could. In time, this practice became a law. It was one of the early traffic laws in the United States.

Now and then a peddler passed along the National Road. His wagon was filled with brooms, pots, pans, plates, chairs, tables, ribbons, cloth, and dozens of other

articles. These things were called "Yankee notions." The arrival of the Yankee peddler was one of the big events of the year to settlers who lived in the back country.

There was other traffic. Pack trains of ten to twenty horses or mules plodded along. Large droves of cattle, hogs, and horses cluttered the road. And always there were the settlers moving west. Many traveled on horseback. A man and his wife sometimes rode the same horse. Whole families traveled together in small covered wagons.

New and better roads were changing life in America. In the early days, men had built their towns and villages along the sea coast and the rivers. Now they began to build along the roads leading westward.

The new roads carried passengers and freight and mail between the East and West. As roads were built into the western wilderness, huge areas of land were opened to settlers.

Man-made Waterways into "the West"

People called it "Governor Clinton's Big Ditch," and then they laughed. The Governor was a dreamer, people said. What man in his right mind would try to build a canal across nearly the whole width of New York State?

Building the Erie Canal

Not everyone laughed. For years, engineers had said a canal could be built from the Hudson River to Lake Erie. Now they were building it. Some day,

when it was finished, people would be able to travel by water from New York City to the Great Lakes.

Work was begun on the canal in 1817. Surveyors went first, marking the route with red stakes. The route cut right through what had once been the heart of the Indian country. Behind the surveyors came gangs of men who chopped a trail through the forests and swamps. They pulled out the stumps and scooped out the canal. Last of all came the carpenters

and masons who built bridges and locks. They used a new type of cement that hardened under water.

Some of the hardest work of all went into the building of the locks. More than eighty locks were built in the Erie Canal. They were needed because the land sloped gently upward between Albany and Buffalo along the route followed by the canal.

A lock is somewhat like a long tank with watertight gates at each end. When a boat entered a lock, the gates were closed and the water in the lock was raised or lowered, as needed. Then the gates ahead were opened, and the boat continued on its journey to the next lock. In this way, step by step, boats moved up or down the canal.

In the picture, you can see a series of locks as they looked in the early days in the city of Lockport in western New York.

The Erie Canal was finished in 1825. It was 363 miles long. People no longer called it a "big ditch." Now they called it the "Grand Canal."

Crowds gathered along the entire length of the canal to celebrate the opening. Governor Clinton and his party traveled from Buffalo on a gaily decorated canal boat. Cannons boomed along the way.

From Albany, the party continued down the Hudson to New York City. There, the Governor poured a keg of fresh water from Lake Erie into the salty water of New York Harbor. The Atlantic Ocean and Great Lakes were joined by a man-made waterway.



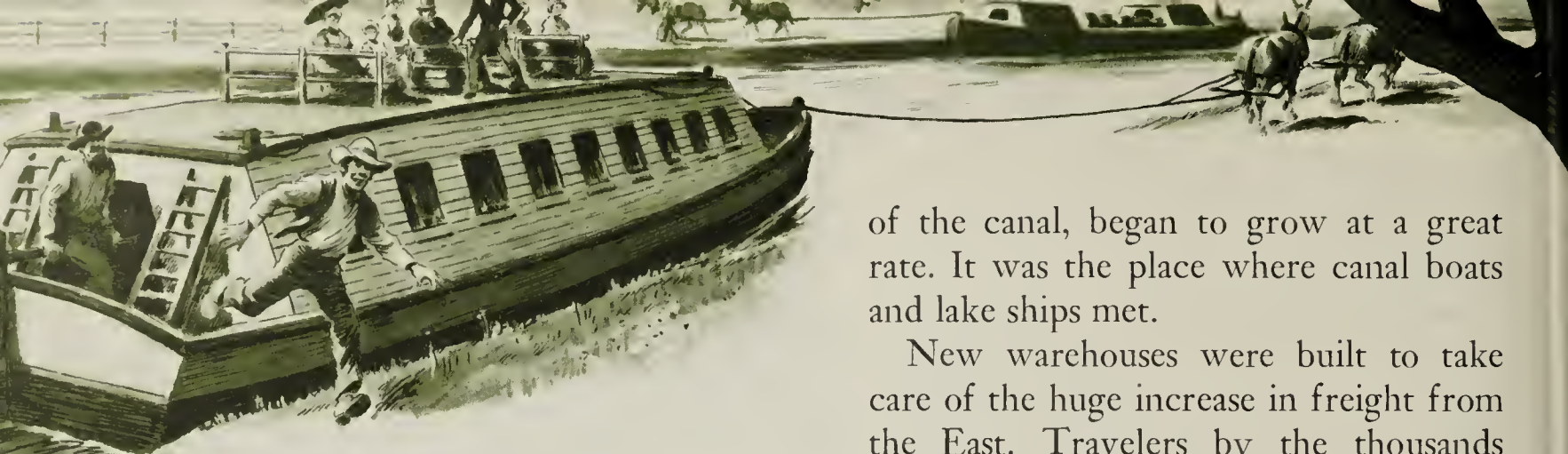
A stairway of locks on the Erie Canal

Life along the canal

Within a few months after it opened, the Erie Canal was crowded with freight barges and "packets." These were passenger boats. They moved along at about three miles an hour, pulled by horses that followed a towpath along the bank.

Passengers on the packets ate and slept on board. For a time, the usual charge was five cents a mile, including all meals.

Sometimes the people who lived along the canal took advantage of this low price. Just before dinner time, they would signal to the captain of a passing canal boat. When the captain steered close to the bank, they would jump on board. Hurrying to the dinner table, they ate as much as they could in about fifteen minutes. Then they asked to be put ashore.



Jumping ashore after a five-cent dinner

The one-mile ride, including dinner, cost only five cents! To prevent this, the packet companies changed their fares. They began to charge at least twenty-five cents for every ride, no matter how short.

The canal brings great changes

The Erie Canal opened up huge new areas of farm land. All along the canal, farming villages and towns sprang up like magic.

One of these towns was Rochester, New York. When the canal was first started, Rochester was a village in the wilderness. Ten years later, in 1827, an English traveler described it as "a bustling place." He wrote, "Here and there we saw great warehouses . . . furnished with hoisting cranes, ready to fish up the huge pyramids of flour barrels, bales, and boxes lying in the streets."

Buffalo, at the western end, or terminal,

of the canal, began to grow at a great rate. It was the place where canal boats and lake ships met.

New warehouses were built to take care of the huge increase in freight from the East. Travelers by the thousands passed through the city. Families of settlers, traveling westward, changed at Buffalo from canal packets to lake vessels. Many people took passage on the sailing ships. But nearly everyone wanted to travel on the new lake steamers.

Buffalo became the "Queen City of the Lakes." For a time, it was a far busier and more important place than Detroit, or Cleveland, or Chicago, or any other Great Lakes port.

And what of New York City, at the mouth of the Hudson? Like Buffalo, it began to grow rapidly in population and trade.

New York became the eastern terminal of the water highway formed by the Hudson River and Erie Canal. This was the easiest route, by far, between the Atlantic Ocean and the Great Lakes.

New York also had the advantage of a fine large harbor, fronting on the Atlantic. In time, the city grew to be the first port of the nation.

The "Iron Horse" Crosses the Mountains

On July 4, 1828, a group of people were gathered in Baltimore, Maryland. They had come to watch Charles Carroll lift the first shovelful of earth for the building of the Baltimore and Ohio Railroad.

More than fifty years earlier, in 1776, Charles Carroll had been one of the signers of the Declaration of Independence. Since that time, he had watched the nation grow from thirteen to twenty-four states.



Peter Cooper's "Tom Thumb"

By 1830, a double track was laid from Baltimore to Ellicott's Mills, thirteen miles away. Meanwhile, Peter Cooper built a tiny steam locomotive named "Tom Thumb." He tried it out and then rebuilt it, making it larger. Then, on a summer day in 1830, the new "Tom Thumb" made a trial run over the thirteen miles of track. Puffing along, it made a speed of four miles an hour.

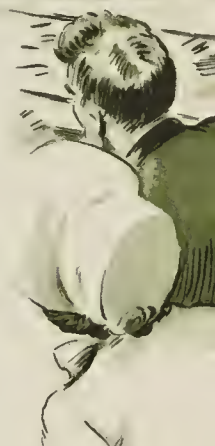
Peter Cooper was pleased with the test, but the stage coach owners were not pleased. They were afraid the new railroad line would take away some of their business. They challenged Mr. Cooper to a race.

The day of the race, the "Tom Thumb" and a horse-drawn car were placed side by side on double tracks. At a signal, the race started. For a time, the horse was ahead. But the locomotive soon picked up speed and began to pass the horse. Then, with victory in sight, the "Tom Thumb" broke down. The horse-drawn car won, and the stage coach owners celebrated.

Before long, better engines were pull-

ing trains on the Baltimore and Ohio Railroad. Other railroads were started from all of the big cities along the Atlantic Coast.

Year by year, the tracks moved farther west. By 1860, they reached the Mississippi River and crossed it at several points. From the Atlantic coast to the Mississippi, a network of steel rails helped to unite the growing nation.



THE STORY OF THE RAILS

The black lines on this map show the railroad lines of the United States in 1820. The green lines show the great network of rails which had been built by 1860. This is one of the most amazing stories of our history.



Machines Help to Tame the Prairies

Streams of settlers moved westward on the new roads, canals, and railroads. Thousands traveled by river steamboat or Great Lakes steamer. When they reached Illinois, they found that the best wooded land was already occupied. The newcomers began to push out on the prairies.

Steel plows for prairie farmers

The prairie farmers needed better tools. They needed farm machines. The hand tools they brought with them were not much different from those which farmers had used for hundreds of years.

Plows were made of wood, or of wood with iron cutting edges. These were good enough for plowing fields cleared from forest land. But they were not good enough for the thick mat of prairie sod and the sticky, black, prairie soil.

Pioneer inventors finally solved this problem in the 1830's. John Lane, a blacksmith, built a plow using steel instead of iron. John Deere, also a blacksmith, began to build steel plows in the

prairie country of Illinois. Good steel was so scarce that he cut up steel saws to make his first plows. Then he began to import steel from Germany.

The steel plow cut through the tough prairie sod like a knife. What is more, it wiped itself clean on the soil, and held its bright, sharp edge.

Reapers to cut grain

For many years, inventors had been trying to build a machine to cut grain. Men had cut grain by hand for thousands of years. In the early 1800's, farmers were still using sickles or scythes, or an improved scythe with a "cradle" attached.

Then, in the 1830's, two Americans succeeded at about the same time. One of the inventors was Obed Hussey, a Quaker who lived in Maine. Another was young Cyrus McCormick, the son of a rich Virginia farmer.

Cyrus tried his first machine in 1831. It was pulled by one horse. He invited a number of farmers to watch the trial. It

Cutting grain with a machine—another great step forward



failed. The farmers went home shaking their heads. But Cyrus knew why he had failed. He had tried to use his machine on a hilly field. Several days later, he tried again, this time on a level field. And this time he succeeded. Everyone who saw the trial wanted to buy a reaper.

A few years later, Cyrus moved out to the prairie country. Almost everywhere the land was nearly flat. Settlers were pouring in from the East. Cyrus settled in Chicago, then a straggling village on the shore of Lake Michigan. There he started a factory and began to build reapers and other farm machines.

Meanwhile, Obed Hussey had started a factory and was building reapers. For years, men argued about which machine was better, McCormick's or Hussey's. While people argued, two factories were building reapers for the farmers.

McCormick's factory grew with Chicago. As the prairies filled up with set-

tlers, the demand for reapers became almost endless. The lake-side village grew into a busy city. And the little factory became the International Harvester Company of Chicago.

The horse-drawn reapers could do more work in a day than ten or twelve men using sickles. Soon every farmer who could afford one, owned a reaper.

Within a few years, the wild empty prairies were turned into farm land. A horseman could no longer look for miles across a sea of tall grass, rippling in the wind. Instead, there were farm homes, barns, and fields of corn and wheat.

Farm wagons, loaded with produce, jolted along the straight dirt roads that stretched to the horizon. They were on their way to shipping points on the railroads in the new, fast-growing prairie towns and villages.

America was growing. Year by year, the frontier was moving west.

Thinking about What You Have Learned

1. Suppose you lived in a house near the National Road in the 1820's. Describe some of the people and things you would see.

If you lived near a relay station, what kind of work might you do to earn a little money?

2. Before bridges were built, how did travelers cross the rivers?

What trouble did Benjamin Franklin have in crossing the Hudson River on his journey from Boston to Philadelphia? If you need to, read again his story on page 160.

3. When Governor Clinton poured a keg of water from Lake Erie into New York Harbor, what was he trying to show the people?

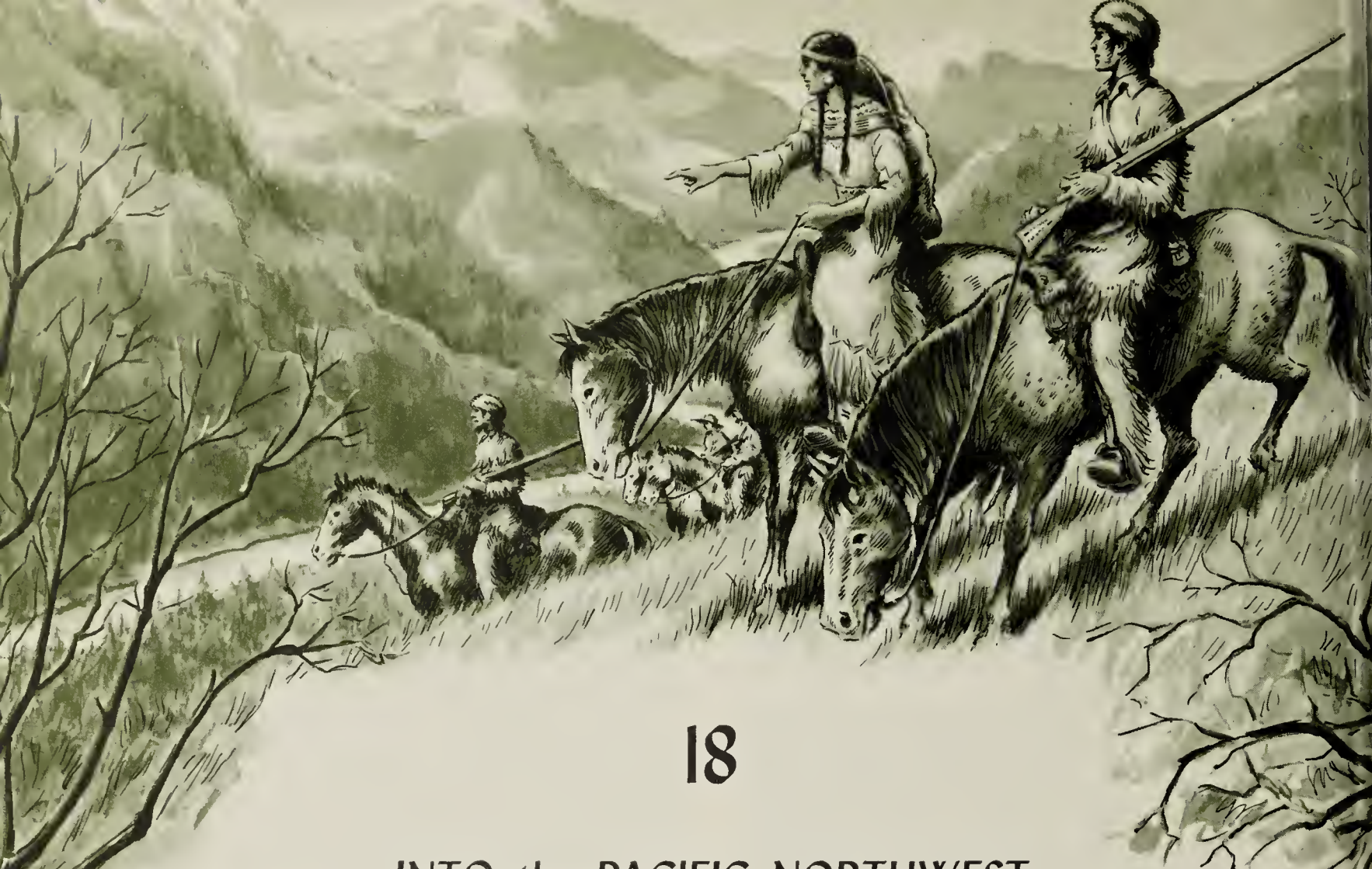
4. Give reasons why both Buffalo and New York City grew rapidly after the Erie Canal was opened.

5. The Erie Canal was built along a lowland gateway route through the Appalachians. Today, the New York Central Railroad and modern highways follow this route. The canal, now called the New York State Barge Canal, still carries traffic.

Name ways in which men used this lowland route before the Erie Canal was built.

6. How did the work of Peter Cooper, John Deere, and Cyrus McCormick help to bring about great changes in people's lives?

7. Use the picture and map on page 247 to tell a story about railroad building.



18

INTO the PACIFIC NORTHWEST

Americans Learn about the Pacific Northwest

The “Columbia” was moored to a wharf in Boston harbor. Battered and worn from years at sea, she tugged at her ropes as if impatient to be off again. The people of Boston were proud of the “Columbia.” And they were proud of her captain, Robert Gray.

Captain Gray explores the Pacific coast

Captain Gray had sailed his ship around South America and then north along the Pacific coast. In the Oregon country, he loaded his ship with furs. Then he headed for China where he sold the furs at a huge profit. Finally, he sailed for home with a cargo of tea, silk, and spices.

Captain Gray was the first American to

sail a ship around the world. He was the first American to discover that fortunes could be made from the sale of furs in China. Most important of all, he was the first American to explore the Pacific Northwest.

On his second trip in 1792, Captain Gray discovered a great river that emptied into the Pacific Ocean. He named the river after his ship, calling it the “Columbia.”

Russian and English sailors had already begun to trade with the Indians along the Pacific coast. But soon Yankee seamen from New England ports were sailing in and out of the Pacific harbors. They traded beads and other articles for fine



Lewis and Clark, exploring the Northwest

beaver skins which they sold in China at high prices.

The Yankees reached home with their pockets bulging with money. They also brought back exciting stories of the rich country of the Pacific Northwest. There were forests of enormous trees, they said. There were rivers filled with fish, and fertile valleys waiting for the plows of farmers.

Lewis and Clark travel overland to the Pacific

In 1803, just eleven years after Captain Gray's discovery of the Columbia River, President Thomas Jefferson bought the Louisiana territory from France. He decided to send a group of army men to explore the vast country west of the Mississippi. Captain Meriwether Lewis and Captain William Clark were the leaders. They had orders from the President to keep a careful record of everything they saw and did.

In the spring of 1804, the explorers set out from St. Louis in a keel boat and two large dugout canoes. All summer the men pulled and pushed their boats up the muddy waters of the Missouri River. When winter came, they built a log fort near a village of Mandan Indians in what is now North Dakota.

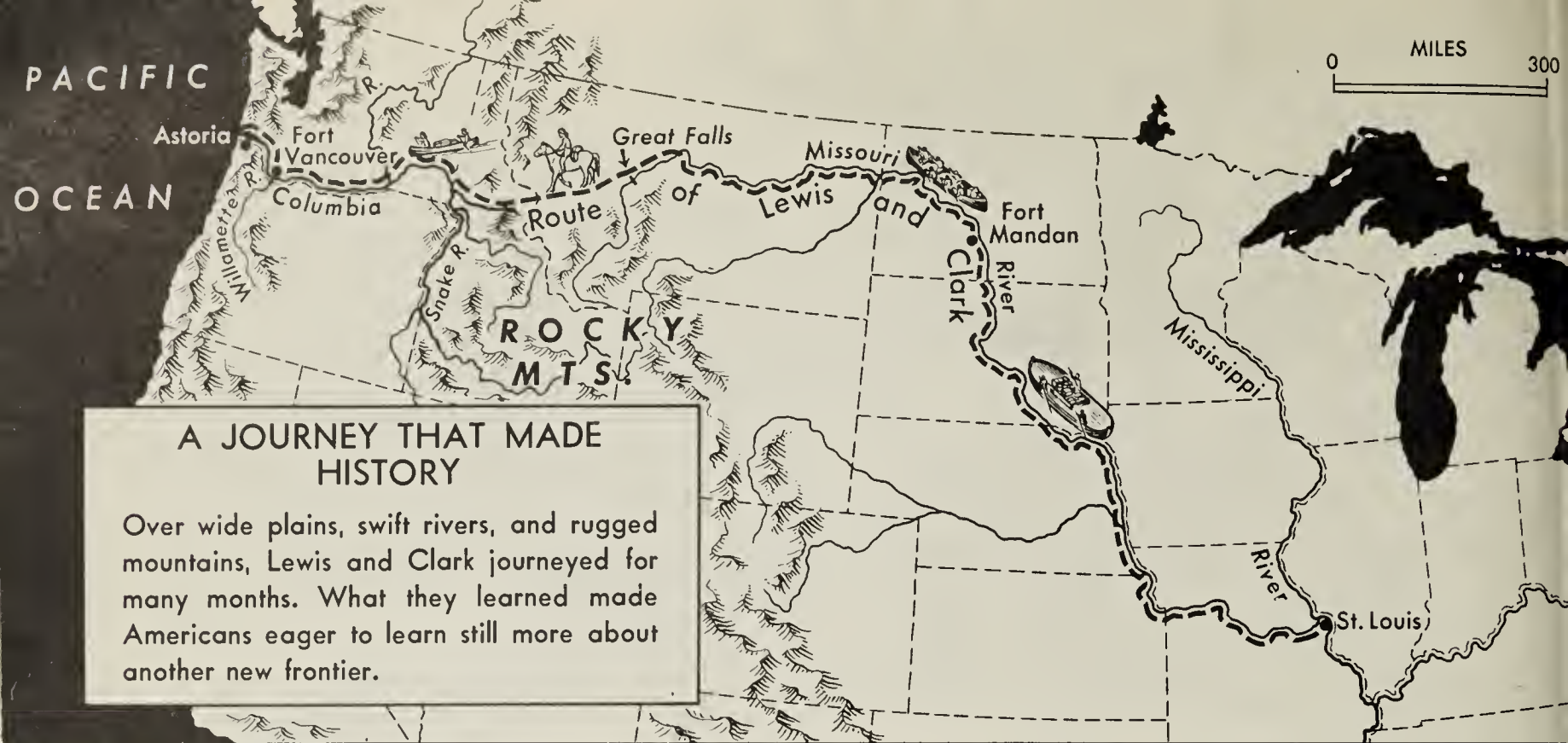
One day a French fur trader brought his Indian wife to Fort Mandan. Her name was Sacajawea. She had come from the country far up the Missouri River and knew it well. Captain Lewis and Captain Clark agreed that she might go with them, as an interpreter and guide. When spring came, she joined the expedition, taking her young baby with her.

From Fort Mandan, Lewis and Clark traveled up the Missouri in dugout canoes. There were the two large dugouts and several small ones, built at the fort. The river became swifter and much narrower. At the Great Falls of the Missouri, the men built wagons to carry the small canoes around the falls. Then they pushed on upstream.

By now they were high in mountain country. The river was a tiny, rushing stream. Leaving their boats behind, Captain Lewis and three companions walked to the top of the pass that led across a range of mountains. On the western slope, they found an icy spring. The water bubbled out of the ground and flowed to the west, in the direction of the Pacific Ocean. The men had crossed the Continental Divide.

A short distance beyond the Divide, they came to a large Indian camp. Captain Lewis bought horses from the Indian leader. Then he brought the rest of the expedition over the pass. When Sacajawea reached the camp, she recognized the Indian leader. Quietly, she put her blanket around him. He was her brother!

The expedition pushed on, traveling on horseback over the rough mountain country. At last they came to a stream where



A JOURNEY THAT MADE HISTORY

Over wide plains, swift rivers, and rugged mountains, Lewis and Clark journeyed for many months. What they learned made Americans eager to learn still more about another new frontier.

they could use boats. It was the Clearwater, a tributary of the Snake. They built dugout canoes and floated downstream to the Snake and then down the Snake to the Columbia.

On November 7, 1805, Captain Clark wrote in his journal, "Ocean in view! Oh! The joy." Later, near the mouth of the Columbia River, he carved this message on a giant tree:

WILLIAM CLARK December 3rd 1805
By land from the U. STATES
in 1804 & 1805

The men built a fort near the mouth of the Columbia and spent the winter there. In the spring, they began the long journey back east. At Fort Mandan, they said good-bye to Sacajawea. In later years, when her son grew up, he was educated by William Clark and became a famous guide.

Captain Lewis and Captain Clark reached St. Louis in the fall of 1806.

They had been gone about two and a half years.

President Jefferson was delighted with the work they had done. Their description of what they had seen filled many volumes. As a result of their trip, Americans learned a great deal about the country between the Mississippi River and the Pacific Ocean. And within a few years, many other explorers pushed into the Far West. Later, thousands of settlers took the overland trail to the rich and beautiful lands of the Pacific Northwest.

Astor starts the first trading post in the Oregon country

Americans were keenly interested in the story of Lewis and Clark's adventures. The journey to Oregon was exciting news. Men in the East read the news and thought of the richness of the vast new land.

In New York City one man who read the news was John Jacob Astor. He had

come to America from Germany after the Revolutionary War. When Lewis and Clark returned from Oregon, Astor organized the American Fur Company.

Then, in 1810, he sent two groups of men to Oregon with orders to build a trading post on the Columbia River.

One group went by sea, sailing around Cape Horn. When they reached the mouth of the Columbia River, some of the men went ashore to begin work on the trading post. The others sailed on up the coast to trade with the Indians.

The captain of the ship had had no experience with Indians. When they crowded onto his ship, he struck one of the chiefs. The next day the Indians attacked, killing most of the crew. The men who were left had no way to save themselves. They fired the stores of gunpowder, blowing up the ship and everyone on it.

Meanwhile, Astor's second group of men made the journey overland. They reached "Astoria," as the trading post was called. Trading began. But Astoria had a short life. During the War of 1812, Astor's men sold it to a Canadian company. For a number of years, the fur trade was controlled by the British.

The "King of Oregon" moves in

In the 1820's, the powerful Hudson's Bay Company took over the fur trade in the Oregon country. At the head of the company in Oregon was Dr. John McLoughlin, a Scot. He was a strong leader. The Indians called him "White Eagle." The trappers who worked for him called him the "King of Oregon."

Dr. McLoughlin built a fort and trading post on the Columbia River not far from the place where the city of Portland now stands. This was Fort Vancouver, shown on the map and in the picture below.

Furs from all the Oregon country poured into the fort. In a single year, a million dollars' worth of beaver skins and other furs were shipped to London.

Dr. McLoughlin raised most of the food he needed for his workmen. Men who were too old to trap in the forests were put to work catching and drying salmon. Others planted orchards and grew wheat and vegetables. They raised horses and beef cattle. They built and ran a flour mill and a saw mill.

Furs from the forest lands of the Northwest for the fine shops of London



Before long, the Hudson's Bay Company at Fort Vancouver was producing enough food to sell some of it. Flour and dried salmon were packed in barrels and shipped north to Russian fur traders in Alaska.

The Pacific Northwest was still wild,

untamed country. Dr. McLoughlin was there to get furs for his company. Yet around his little fort he started many important industries. In time, these industries were to bring wealth and a good way of life to settlers in the states of Oregon and Washington.

"Mountain Men" Explore the Rocky Mountains

Between the Oregon country and the Mississippi River lay a wilderness of mountains, high plateaus, and the wide sweep of the Great Plains. Lewis and Clark had crossed this wilderness and reached the Pacific Ocean. After them came the "mountain men."

These were the trappers who worked for the fur companies. The Rocky Mountain Fur Company was one of the big ones. Another was John Jacob Astor's

American Fur Company, with headquarters at St. Louis.

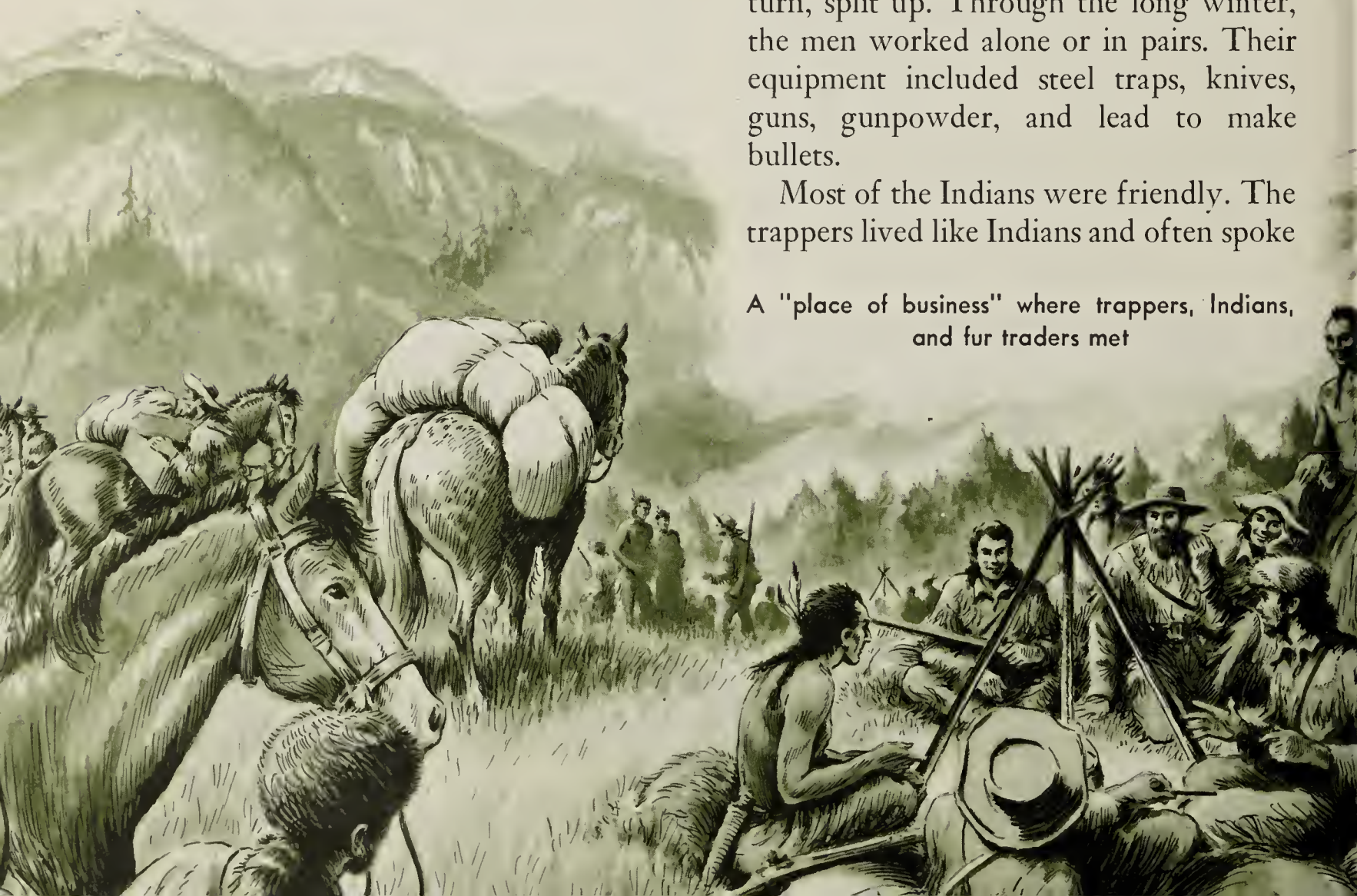
The mountain men spent little time at headquarters. Their place of business was the Rocky Mountains.

The Rocky Mountain fur trade

Every fall groups of trappers traveled together deep into the mountains. Sometimes as many as a hundred trappers went out together. Once in the mountains, they divided into smaller groups. These, in turn, split up. Through the long winter, the men worked alone or in pairs. Their equipment included steel traps, knives, guns, gunpowder, and lead to make bullets.

Most of the Indians were friendly. The trappers lived like Indians and often spoke

A "place of business" where trappers, Indians, and fur traders met



one or more of the Indian languages. Some of the men married Indian girls and became adopted members of a tribe. But not all the Indians were friendly. Often a trapper had to fight for his life.

When summer came, all of the mountain men took their furs to a "rendezvous." This word came from the French trappers. It means "to meet by appointment." At the rendezvous, the trappers gathered to meet the agents of the fur companies.

The agents came from St. Louis, traveling in keel boats and then overland with their pack trains. They brought gunpowder, lead for bullets, new traps, and other supplies.

Each rendezvous lasted for several weeks. Indians came to share both business and pleasure. Beaver skins were used as money. Camp fires burned day and night. Indian children ran in and out of the tepees. Dogs barked. Trappers and Indian warriors lay around talking and smoking. Now and then they held horse races and shooting contests.

Then one day the gathering ended.

Over the Oregon Trail to the Pacific

One day in 1831, a small band of Indians arrived in St. Louis. They had come from Oregon to see William Clark who had once visited their country. They wanted to learn more about the Christian religion, they said.

News of this visit quickly spread all over the United States. Before long, a number of missionaries were ready to leave for the Pacific Northwest.

The Indians left in a noisy crowd. The mountain men shouldered their packs and headed for their lonely winter trapping grounds. The agents loaded the furs on their pack horses and headed back east for St. Louis.

More than furs came out of the mountains. From the trappers and the Indians, the agents learned about passes through the mountains and trails leading westward. Trappers of the Rocky Mountain Fur Company discovered South Pass and the Oregon Trail into the Pacific Northwest. As a result of the fur trade, Americans began to learn more and more about the Rocky Mountain country.

By the 1830's, the fur trade was coming to an end as a big business in the Rocky Mountains. It was becoming harder to find beaver. Millions of them had been killed. But soon the mountain men would have other work to do. Settlers by the thousands would be streaming westward. And the mountain men would be needed as guides to lead the wagon trains through the passes to Oregon.

Missionaries lead the way

The first group was led by Jason Lee. He and his friends joined a band of trappers who guided them over the Oregon Trail. When they reached the Oregon country, they wisely decided to visit Fort Vancouver, on the Columbia River. This was the trading post of the powerful Hudson's Bay Company.



Settlers start the long trip

Settlers followed the missionaries into the Oregon country. By the 1840's, thousands of people were moving west. They did not want to settle on the Great Plains which they called "The Great American Desert." They did not want to start farms in the Rocky Mountain country. They wanted to settle in the valleys of the Pacific Northwest. This was the "land of promise" to great numbers of Americans.

Where did the settlers come from? They came from farms and towns and villages in New England, New York, and the newer states west of the Appalachians. Thousands sold their farms in the Mississippi Valley where fevers were common along the rivers. Oregon was known as a healthful land, free from fevers. It had a mild climate and rich black soil. A man could raise a healthy family and make a better living with much less work.

The "jumping off" place for the long trip was Independence, Missouri, or one of the other nearby towns. There, at the great bend of the Missouri River, the Oregon Trail began. It stretched westward and northward for about 2,000 miles.

Each spring, long lines of wagons with canvas tops pulled out of Independence. Each "wagon train" was led by a captain. The captains usually were elected by the other travelers. Pioneers who left Missouri early in the spring did not expect to reach Oregon before Thanksgiving time.

Life on the Oregon Trail

Jesse Applegate, who went to Oregon in 1843, kept a diary. In it he described

Dr. McLoughlin, in charge of the post, believed that Oregon belonged to Canada. Nevertheless, he welcomed the American missionaries and helped them to get settled. He advised them to build their mission in the fertile valley of the Willamette River.

Soon other missionaries came to the Oregon country. Among them were two married couples, the Whitmans and the Spaldings. Mrs. Whitman and Mrs. Spalding were the first white women to make the journey overland across the North American continent.

Dr. Whitman built his mission near the place where Walla Walla, Washington, now stands. He became famous for his work as a doctor and missionary in the wild new country.

Father De Smet, another famous missionary, built churches in the wilderness. Around the churches, people started farms, cattle ranches, and schools.



The journey across the plains was hard and dangerous. But even greater hardships lay ahead when the settlers reached the mountains.

life on the Oregon Trail. This is the story he told, although these are not the exact words he used.

It is four o'clock, he wrote at the start of one day. The guards have fired their rifles to waken the camp. People are coming out of their tents and starting camp fires to cook breakfast.

By six o'clock, the camp is filled with activity. Wagons are being loaded, and men are driving the teams of oxen to their places.

At seven o'clock a bugle blows, and the first wagon rumbles down the trail. One by one, the other wagons pull into line. Whips crack like rifles, and dust rises into the air as the great caravan gets under way.

The line of wagons stretches for nearly a mile across the plains. Women and children walk beside the wagons, or ride with the drivers. Dogs run back and forth. Guards on horseback ride up and down

the column. Behind, in a huge cloud of dust, are several thousand loose horses and cattle.

At noon, the wagons draw up in columns, four abreast. The travelers eat a quick lunch. Then, at one o'clock, the bugle blows again and the wagons start moving.

When the sun begins to set, the wagons pull into a big circle. The tongue of one wagon is firmly fastened to the wagon just ahead. The horses and cattle graze nearby.

After supper, the children romp around the camp fires. Young men and women sing and dance while the older people sit in groups, talking.

Then, one by one, the camp fires go out. The only sounds to break the silence of the night are the yelps of the coyotes and the restless movement of the cattle. In the darkness, guards stand watch with rifles ready for action.



This was Jesse Applegate's story of his journey to Oregon in 1843. And this was the way people lived for about six months on the Oregon Trail. Within a few years, the long trail was clearly marked. At places, the wheels of the wagons cut deep grooves in the soft sandstone.

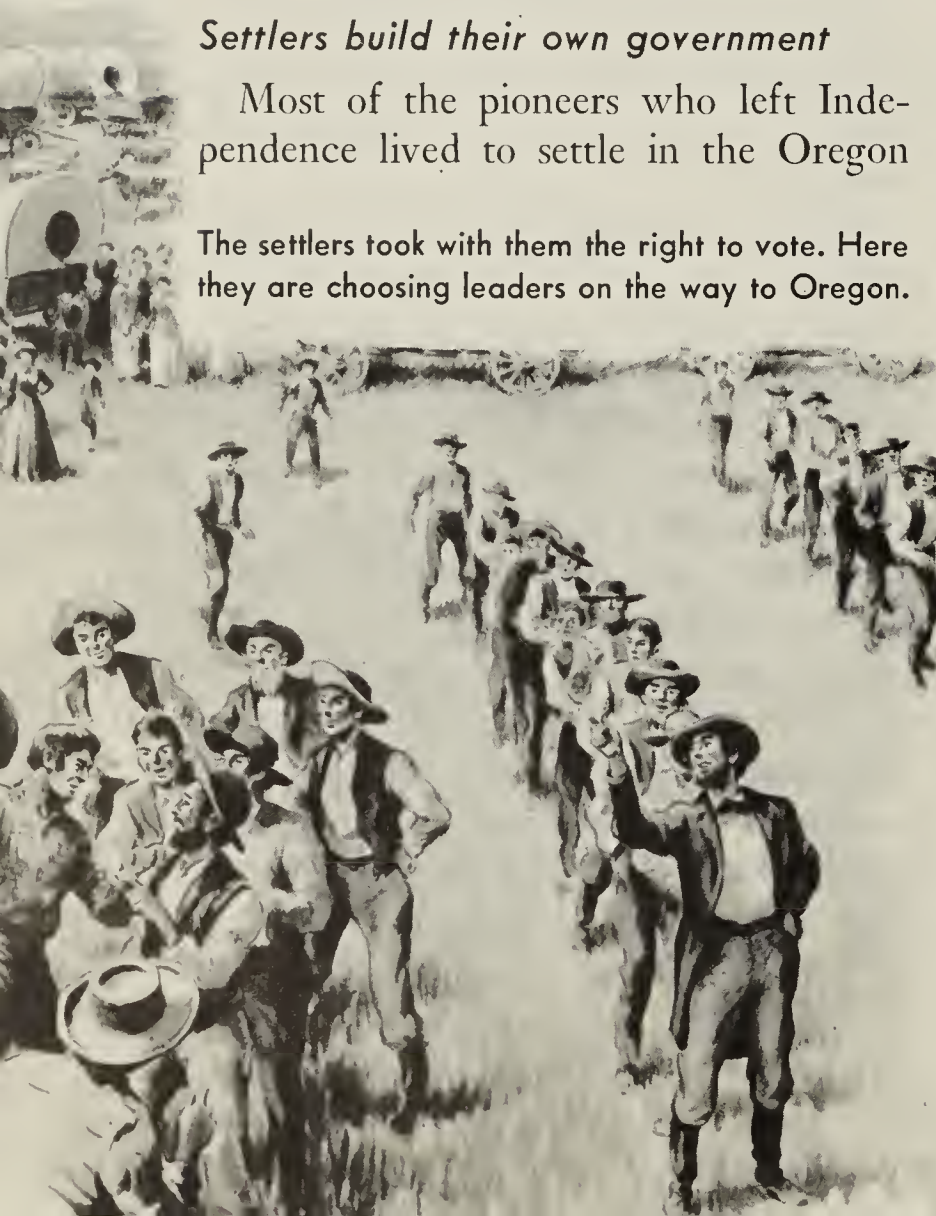
The Oregon Trail was full of hardship and danger. Indians sometimes attacked small parties of settlers. Wagons overturned in swift rivers and were blown over by fierce winds. When a wagon broke down, the family's belongings had to be carried in other wagons, or left behind on the trail.

People and animals died of sickness, hardship, and thirst. Before long, the Oregon Trail was marked by the white bones of cattle and the lonely graves of men, women, and children who never lived to see the promised land.

Settlers build their own government

Most of the pioneers who left Independence lived to settle in the Oregon

The settlers took with them the right to vote. Here they are choosing leaders on the way to Oregon.



country. Within a few years, they had built farms and villages in the fertile valley of the Willamette River.

When the first American settlers arrived, the Oregon country did not belong to the United States. Spain and Russia each had claimed it. England still claimed it.

Outside the Hudson's Bay Company settlements, there was no law in Oregon. The new settlers went to work to start their own government. This is exactly what the Pilgrims did when they landed in New England in those early days when America was first being settled.

On the trail to Oregon, the travelers had to govern themselves. They had to make rules and elect officers to enforce the rules. In at least one wagon train, the people had an interesting way of voting. The men who wanted to be elected stood in the center of a field. At a signal, each man started to walk. The people then lined up behind the man they wanted. The man with the longest line following him was the winner.

The settlers continued to govern themselves when they arrived in Oregon. Finally in 1843, a group of people met in the Willamette Valley. This group represented the settlers. They wrote a few words that sound very much like the Mayflower Compact which the Pilgrims wrote when they first reached New England.

“We, the people of Oregon Territory, for purposes of mutual protection, and to secure peace and prosperity among ourselves, agree to adopt the following laws . . .”

Oregon becomes part of the United States

It looked for a time as if the United States and England might go to war over Oregon. England claimed the land north of the Columbia River. The United States claimed all the land as far north as the parallel $54^{\circ} 40'$. All over America people were saying angrily, "Fifty-four forty or fight!"

But neither the United States nor England wanted war. In 1846, they signed the Oregon Treaty. Both nations agreed to divide the Oregon country at the 49th parallel, as far as Puget Sound. This became the boundary between the United States and western Canada.

Only about fifty years had passed since

Captain Gray had first sailed into the Columbia River. In those fifty years, fur traders had explored the Rocky Mountains and the Pacific Northwest. Missionaries had moved into the new country. And now the settlers were coming. Each year thousands of new people arrived.

Most of the settlers wanted land for farms, but many settled in the growing towns and villages. Portland, on the Willamette River, became the chief city of the Willamette Valley. Farther north, on the shores of Puget Sound, Seattle became a leading seaport.

In time, Oregon entered the Union as the thirty-third state. Washington and Idaho followed some years later. The United States was growing.

Thinking about What You Have Learned

1. Tell how the Columbia River got its name. When did Captain Gray discover it?

Who was President at that time? You may need to read again a part of the story on page 197.

2. On the globe-map on page 5, show in a general way the route Captain Gray followed in sailing his ship from the New England coast to the mouth of the Columbia.

3. Captain Lewis and Captain Clark followed a very different route on their journey to the mouth of the Columbia. Use the map on page 252 to show how they traveled from St. Louis to the Pacific.

4. Plan with a group of your classmates to make a large illustrated map of the journey of Lewis and Clark. Show the Missouri

River, Columbia River, Snake River, and Rocky Mountains. Along each part of the route, draw a picture to show the kind of transportation the explorers used.

Be able to explain why the party used so many different kinds of transportation.

5. In at least two of our states, North Dakota and Oregon, you can see statues of Sacajawea and her baby. Why do you think people in those states, especially, would want to have these statues?

6. Arrange these in the order in which they went to Oregon: *settlers, missionaries, explorers*.

7. Describe a day on the Oregon Trail.

8. What problem did settlers in Oregon have that was like one the Pilgrims had to solve? What did they do to solve it?





19

INTO TEXAS and the SOUTHWEST

Stephen F. Austin Leads Americans into Texas

On a summer afternoon in the year 1821, a traveler stepped ashore at the frontier town of Natchitoches. The traveler was Stephen F. Austin. He looked about him with keen interest. Flatboats and keel boats were crowded against the boat landing. Dock workers were loading and unloading the boats. They sang as they worked, and shouted to one another in Spanish, English, French, and Indian languages.

A frontier trading center

Natchitoches was in Louisiana, not far from the Texas border. In 1821, it was a busy center of travel and trade. It was also a "jumping-off place" for travelers heading for Texas. Louisiana had been a state for nine years. But Texas was a Spanish colony.

As Stephen Austin made his way along

the water front, one of the first sights he saw was a pack train just in from Texas. The mules were loaded with bars of silver, bundles of leather, and packages of buffalo tongues.

The drivers were Mexicans. They had come from San Antonio, following the trail later known as the Old San Antonio Road. They wore big hats, wide trousers, and sashes wound round their waists. Armed with pistols and knives, they looked tough enough to put up a good fight if Indians attacked them on the long trip through Texas.

Stephen Austin hears exciting news

Stephen had made the journey up river from New Orleans in the steamboat, "Beaver." He was headed for San Antonio, on business for his father. His heart was heavy, for his father, Moses Austin,



ANOTHER FRONTIER—THE SOUTHWEST

After 1821 thousands of American settlers made the long journey to the broad, rich lands that are now the Southwestern United States. These lands were then part of Mexico.

had been too ill to make the trip. Within a short time, Stephen learned that his father had died.

Moses Austin had won from the Spaniards the right to start a colony in Texas. The Spaniards had agreed to give him the land. Now Stephen was on his way to San Antonio. There he could talk with the Spanish authorities and make arrangements for building the colony. After that, he planned to return to "the States" and try to get parties of settlers to move to Texas.

After a hard journey, Stephen reached San Antonio. While he was in Texas, he heard exciting news. The Mexicans had declared their independence from

Spain. Many of the people were wild with joy. Some of the younger men raced their horses across the countryside, shooting their guns in the air, and shouting, "Viva la Independencia!"

Stephen felt some of their excitement. He believed that great changes were about to come to Texas and other lands of the Southwest that now belonged to Mexico. American pioneers were hungry for land and eager to move west. And he, Stephen Austin, intended to be one of the leaders of this westward movement.

Not even Austin realized how big and rich the Southwest really was. As you can see from the map, Mexico in 1821 stretched from Louisiana to the Pacific.

Three hundred years before, Coronado and his followers had roamed far and wide across this great southwestern land. They had searched for seven golden cities, but they found only the villages of Pueblo Indians. Other Spaniards had explored the coast of what later was called Texas.

When Spanish settlers moved into the Southwest, they started huge cattle ranches. They built San Antonio, Santa Fe, and other towns. A few daring priests built missions on the far frontiers in what are now Texas, California, and the states that lie between them.

In 1821, all of this country belonged to Mexico. The sun-baked Spanish towns, the ranches, and the missions were still there. But most of the land was wild and empty. It was the home of Indian tribes and buffalo and herds of horses that ran wild.

Settlers from "the States"

As Stephen Austin had hoped, the new Mexican government gave him permission to go ahead and build his colony. During

the next few years, he brought hundreds of pioneers from "the States" across the border into Texas.

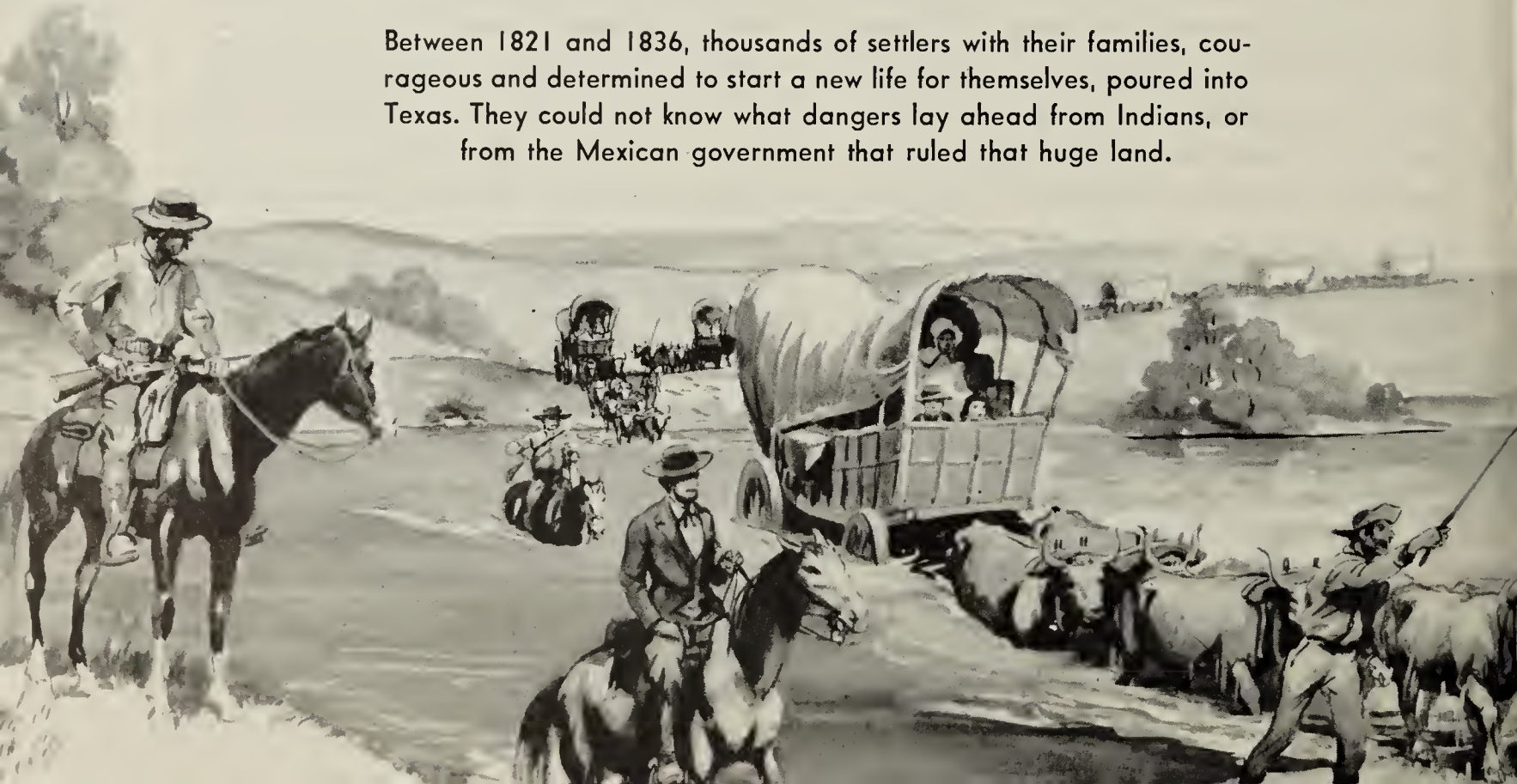
Other Americans won grants of land from the Mexican government and brought in hundreds of other families. In the 1820's, people from all parts of the United States poured into Texas.

The rough roads were filled with pioneers on the move. Tall, weather-beaten men in buckskin clothing walked along the roads with long rifles under their arms.

Families drove westward in creaking wagons, piled high with everything they owned. Now and then a wealthy planter rode by on horseback, followed by a long line of wagons and livestock.

Most of the newcomers were from the South. The "Cotton Kingdom" was spreading westward, moving out on the rich land of Texas. Planters from Virginia and other southern states built big plantations, with slaves to do the field work. Before long, cotton became one of the most important crops on the new frontier.

Between 1821 and 1836, thousands of settlers with their families, courageous and determined to start a new life for themselves, poured into Texas. They could not know what dangers lay ahead from Indians, or from the Mexican government that ruled that huge land.



Independence for the Lone Star Republic

By 1830, about 20,000 pioneers had crossed the border into Texas. The Mexican government was beginning to be sorry that it had ever invited Americans to settle there. Stephen Austin once had talked about bringing in 300 families. Now there were thousands of settlers, with more coming every day. If this went on, Texas would fill up with Americans and become an American state.

"Remember the Alamo"

Many of the newcomers talked about making Texas free and independent. For several years, there was trouble between the Mexican government and the new settlers. Then a powerful army under General Santa Anna marched against the Texans. Santa Anna boasted he would drive "the foreigners" out of Texas.

The Texans declared themselves independent of Mexico. The Mexican government, they said, "has ceased to protect the lives, liberty, and property of the people. . . . It has failed to establish any system of public education . . . It has demanded us to deliver up our arms . . ."

A constitution was adopted, based on that of the United States. Then the Lone Star flag was proudly raised above the new Republic.

Santa Anna's army of several thousand men hurried by forced marches to San Antonio. A small force of Texans fortified themselves in a nearby mission called the Alamo. There were fewer than 200 men. Santa Anna's soldiers surrounded the mission and began to pour shot into



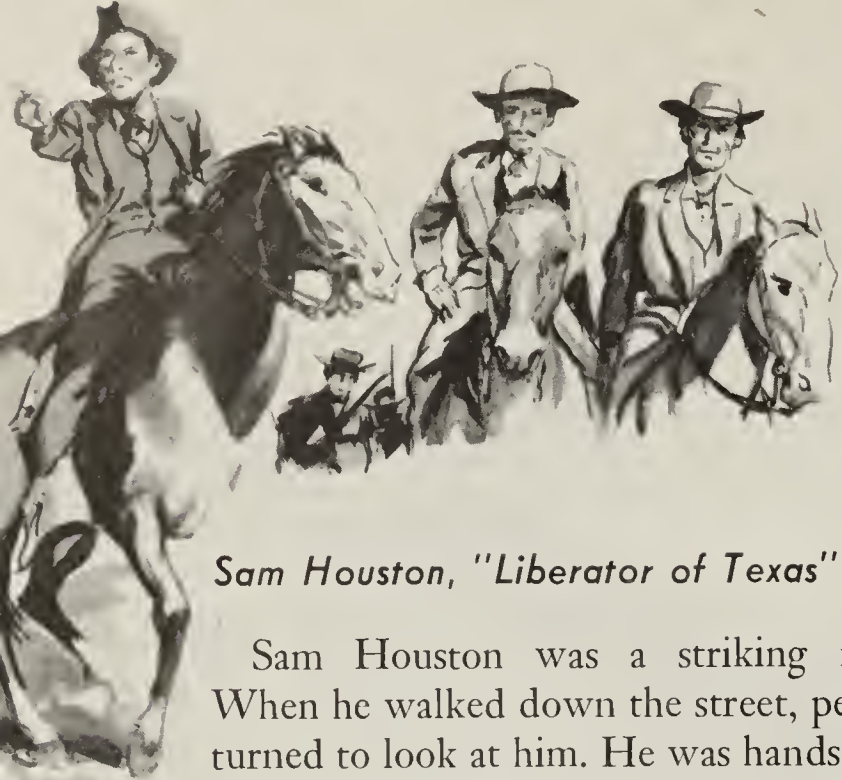
The men of the Alamo fight and die for Texas.

the walls. The defenders returned the fire. They were determined to fight to the end.

The battle was hopeless for the defenders of the Alamo. The end came on March 6, 1836. At four in the morning, when the first flush of dawn began to light the eastern sky, the Mexican buglers sounded the attack. Santa Anna's soldiers rushed in from every side. Through a hail of bullets, they stormed the walls of the Alamo. Within a short time, not a single Texan remained alive. To the last man, the defenders of the Alamo died at their posts.

News of the defeat at the Alamo filled the people of Texas with bitter anger. They had lost some of their best fighters in the desperate battle. But other men were ready to take the places of those who had fallen. One of these men was Sam Houston, the commander-in-chief of the Texas army.





Sam Houston, "Liberator of Texas"

Sam Houston was a striking man. When he walked down the street, people turned to look at him. He was handsome, well over six feet tall, and powerfully built.

Born in Virginia, he had moved with his family to Tennessee while he was still a boy. As a young man, he had fought under Andrew Jackson in the War of 1812. After the war he became a lawyer, a member of Congress, and finally Governor of Tennessee. Then, like thousands of other Americans, he moved on west.

In Texas, Sam Houston became an Indian trader. When the Texas revolution broke out, he was made commander-in-chief of the Texan army. For a time, the struggle seemed hopeless. Following the battle at the Alamo, Santa Anna's army moved across Texas, and General Houston did not have enough men to stop it.

All over Texas, settlers were fleeing to "the States" for safety. The roads were filled with loaded wagons heading north and east. Houses stood with open doors swinging in the wind. Breakfast dishes were still on the tables, and beds were left unmade. To add to the confusion, Indians and robbers attacked small groups of people trying to reach the border.

Then, suddenly, came wonderful news.

On April 21, 1836, Sam Houston caught Santa Anna by surprise. The Texans attacked, shouting the battle cry that began with the words, "Remember the Alamo!" There, at the battle of San Jacinto, Santa Anna's army was destroyed. The Texans' war for independence had been won.

People called Sam Houston the "Liberator of Texas." The Lone Star Republic was free at last.

Texas enters the Union

Sam Houston was elected the first President of the Republic of Texas. The first Secretary of State was Stephen F. Austin.

But Austin did not have long to serve. Late in December of 1836, he died. President Houston gave out the sad news: "The father of Texas is no more," he said. "The first pioneer of the wilderness has departed . . ."

With the death of Austin, Texas lost one of its great leaders. But there were other able men to take up the work he had carried on so well through the years. One of the first things the new government did was to send representatives to Washington. The representatives asked Congress to take Texas into the Union as one of the United States.

Some of the congressmen from northern states objected to the fact that Texas allowed men to own slaves. Other congressmen were afraid that Mexico would go to war with the United States if Texas were allowed to enter the Union.

Finally, in 1845, Congress voted to admit Texas. So the Lone Star Republic became a state—the largest in the Union.

The United States Wins the Entire Southwest

Mexicans were angry and troubled. The United States had won Texas. What next? Would the United States also try to win control of the rest of the Southwest, and California?

For many years, American explorers had known about the main trails through the country that is now in the states of New Mexico, Arizona, Colorado, Utah, and Nevada. Traders had been busy carrying goods back and forth across the trails. Daring pioneers had begun to move into the Southwest. Some had even crossed the mountains to settle in far-off California.

American traders on the Santa Fe Trail

The first important trade route into the Southwest was started by William Becknell. He was called "the Father of the Santa Fe Trail." Other men had traveled this route before him. But Becknell was the first trader to take wagons along the trail from Missouri to Santa Fe. This was in the early 1820's, at the time of Stephen Austin's first trip into Texas.

Every spring the traders gathered in Independence, Missouri, or another nearby town. There they loaded their wagons with bolts of cotton cloth and hardware of all kinds—tools, guns, knives, and kettles. When the wagons were loaded, the traders started down the long trail to the Mexican town of Santa Fe.

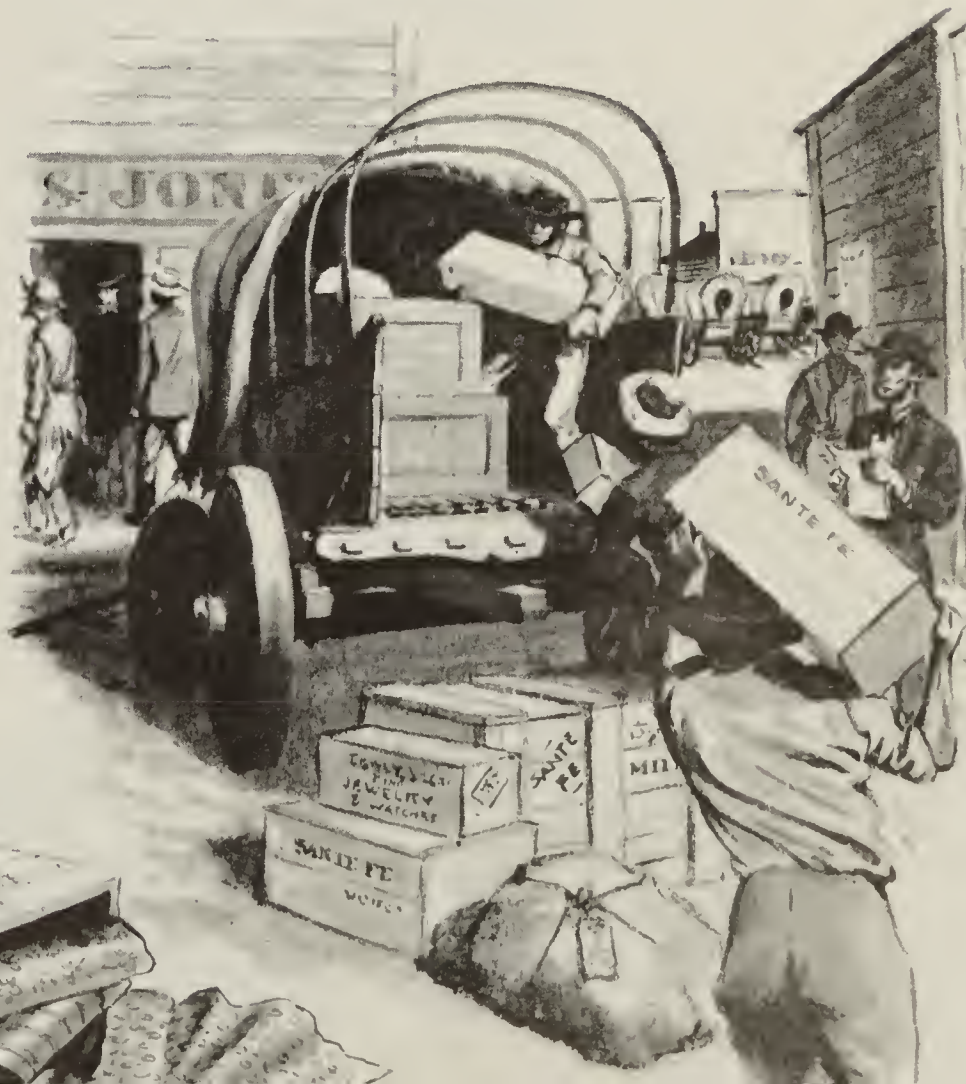
A wagon train stretched for a half mile or more across the plain. All of the men carried guns and pistols with plenty of spare ammunition. Because there were so

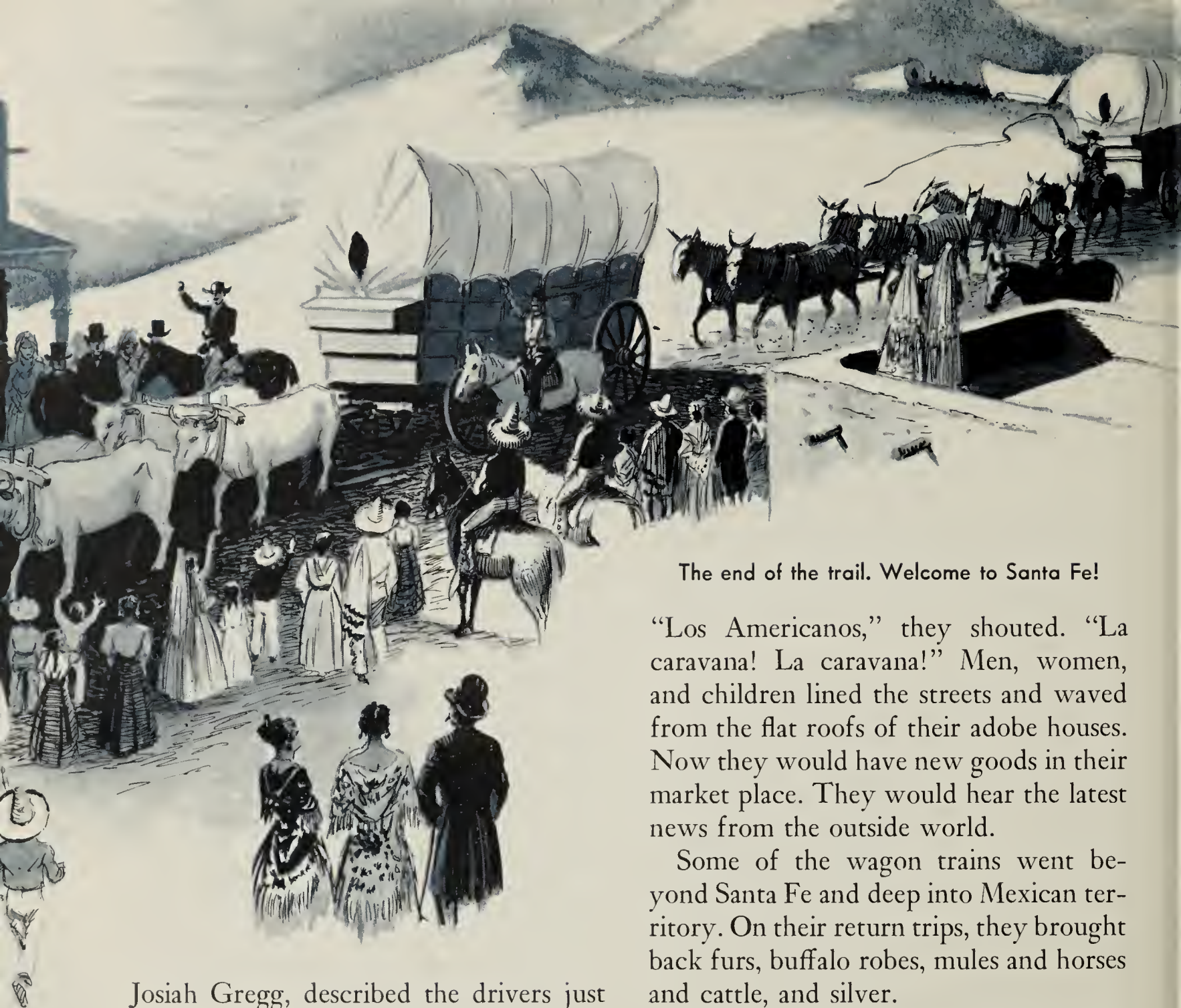
many in the party, the Indians seldom attacked. When the Indians did attack, the drivers pulled their wagons into a tight circle. They unhitched the mules and oxen, turned them loose in the circle, and fired from behind the wagons.

Day after day, week after week, the animals and men plodded across the empty country. The drivers, called "bull whackers," cracked their long whips over the heads of their animals. Now and then they saw an antelope, or a herd of buffalo. But sometimes for days on end the only other living creatures they saw were birds wheeling in the air, or a snake or lizard slithering across the trail.

Before reaching Santa Fe, the wagon train broke up. Each trader pushed ahead with his wagons, hoping to be the first to reach the little city. One early traveler,

Loading a "freighter" for the long journey to Santa Fe on the famous Santa Fe Trail





The end of the trail. Welcome to Santa Fe!

“Los Americanos,” they shouted. “La caravana! La caravana!” Men, women, and children lined the streets and waved from the flat roofs of their adobe houses. Now they would have new goods in their market place. They would hear the latest news from the outside world.

Some of the wagon trains went beyond Santa Fe and deep into Mexican territory. On their return trips, they brought back furs, buffalo robes, mules and horses and cattle, and silver.

Perhaps most important of all, the traders carried back information about the country through which they had traveled. The stories they told spread back to “the States.” Restless men listened, and began to plan how they could move to this new frontier.

The United States wins the Southwest

While traders were opening up the Santa Fe Trail, other American pioneers were beginning to settle in California. California belonged to Mexico. But the

Josiah Gregg, described the drivers just before the wagons pulled in to Santa Fe.

“The wagoners were by no means free from excitement,” he wrote. “They had spent the previous morning in rubbing up. Now they were prepared, with clean faces, sleek combed hair, and their choicest Sunday suit.”

Each driver, he said, had tied “a brand new cracker to his whip.” This was to make the whip crack sharply as his wagon rolled through the streets.

The people of Santa Fe were waiting to cheer as the wagons entered the town.

government at Mexico City was far away, and paid little attention to this distant possession.

By 1846, perhaps six or seven hundred Americans had settled in California. This was not very many. But there were only about eight thousand Mexicans. The Americans were strong enough to cause trouble if war broke out with Mexico.

War did break out in May, 1846. The war started because of a quarrel over the southern boundary of Texas. Behind the quarrel was Mexico's fear that the United States was becoming too interested in the Southwest.

As soon as the war started, an American army led by Stephen W. Kearny rode down the Santa Fe Trail. This army easily conquered all of New Mexico. Then Kearny rode on to California where he joined other Americans fighting against Mexico.

Meanwhile, two American armies were marching into Mexico. General Zachary Taylor crossed the Rio Grande and headed south. General Winfield Scott went by sea to Vera Cruz and followed the same route to Mexico City that Cortes once had followed.

Within a few months, the war was over. In 1848, Mexico signed a peace treaty that gave to the United States all

General Taylor's army crosses the Rio Grande into Mexico.

the Mexican lands that lay north of the Rio Grande and west to the Pacific.

A huge new territory had been added to the United States. In time, this territory would be divided into states. New settlers would move in, and new states would enter the Union.

Great changes

When Stephen F. Austin first went into Texas, in 1821, the whole southwestern country belonged to Spain. At that time, Spain owned Mexico, Texas, California, and all the rest of the Southwest.

Neither Austin nor anyone else dreamed of the many changes that would take place in the next twenty-seven years. They could not know that Mexico would soon be free from Spain. They could not know that the Texas wilderness would soon give way to growing towns and fields of corn and cotton. No one could have guessed that by 1848 the American flag would fly over the land north of the Rio Grande and west to the Pacific.

All of these amazing changes took place between 1821 and 1848. During these same years, other land-hungry pioneers were pouring across the continent into Oregon. And in 1848, a great tide of settlers was about to sweep across the continent into California.



Thinking about What You Have Learned

1. On the map on page 261, find a famous "jumping-off place" for travelers heading for Texas. In what state is it?

2. On the same map, find a famous jumping-off place for traders going to Santa Fe.

Which of these towns was the jumping-off place for settlers going to Oregon? To make sure, you may want to look again at the map on page 256.

3. As these maps show, Independence grew up at a great bend in the Missouri River. Using a modern map of the United States, find out what big city stands close to this spot today.

4. When Sam Houston gave out the news of Stephen Austin's death, he spoke of Austin as "the father of Texas." Do you think this was a good way to describe Stephen Austin? Explain why.

5. Why did people call Sam Houston the "Liberator of Texas"?

6. Two cities in Texas today bear the names of these great men. What are they?

7. To tell a brief story of Texas, in what order would you arrange the following?

Republic, Mexican colony, state in the Union, Spanish colony.

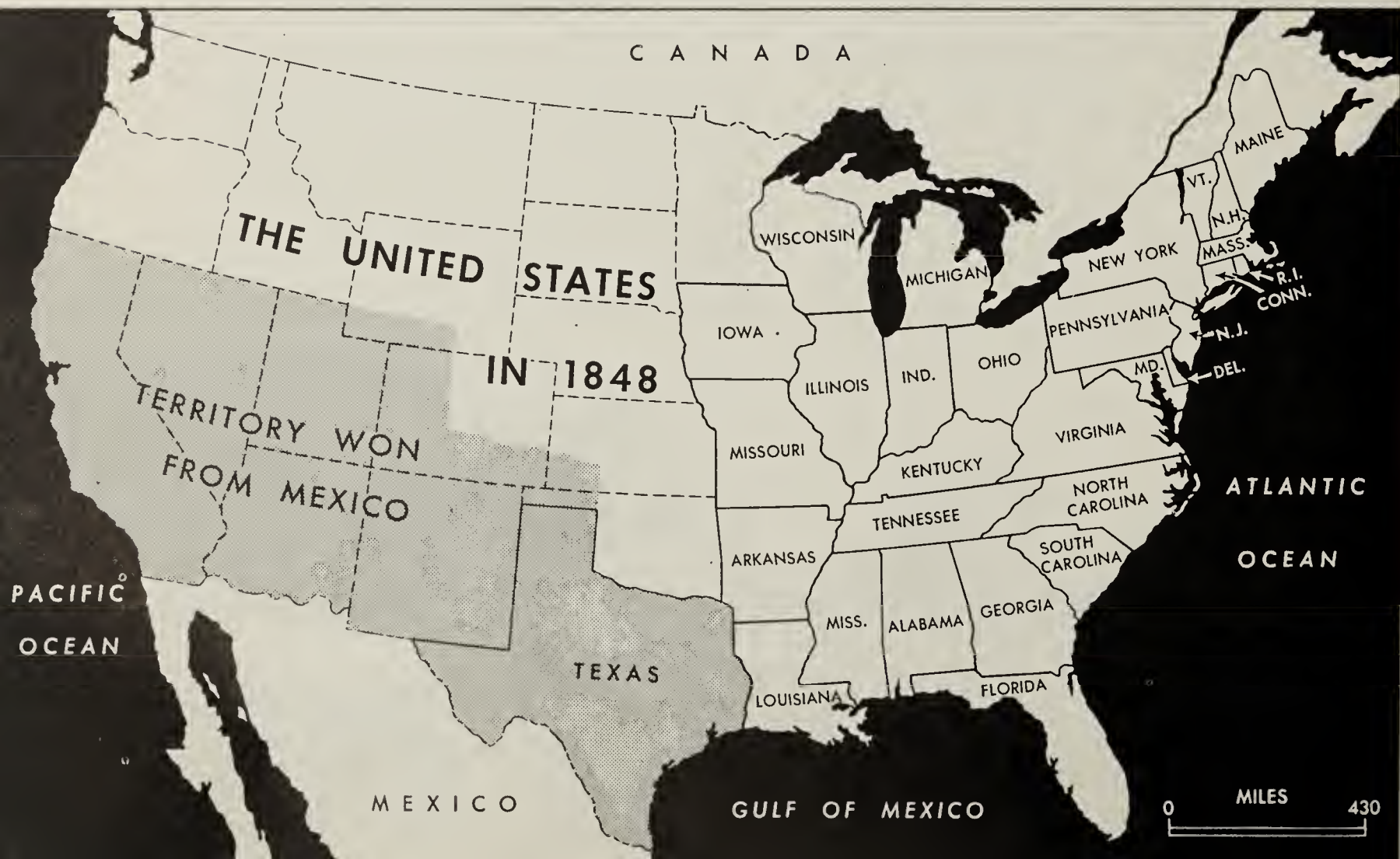
8. Plan a dramatization of a trip on the Santa Fe Trail in the 1820's. Use the pictures on pages 265 and 266 to help you.

Your scenes may include the following: Loading up at Independence. On the trail. Indian attack. "Rubbing up." Pulling into Santa Fe.

9. Where do you suppose the people of Santa Fe got their idea of building adobe houses? What Indian group that you have read about was living in this part of the Southwest long before the coming of the Spaniards? Look again at the picture of their homes on page 10.

10. Much of central and western Texas lies in the Great Plains. Before the Spaniards moved into Texas, what Indians were living on the plains?

11. Find your state on the map at the bottom of this page. Was your state a part of the territory that was won from Mexico in 1848? If your state is named on this map, it was a state in the Union in 1848.





20 ON TO CALIFORNIA

When the Spaniards owned California, it was divided into two parts. They called the southern part "Baja California," or Lower California. Here, in very early days, they built several forts and small missions. Then, in 1769, a group of daring Spaniards set out to explore "Alta California," or Upper California, in what is now the United States.

The first settlements

Some of the men sailed northward from Baja California in two small ships. The others started overland. They were heading for San Diego Bay. In command were a Spanish soldier and a Spanish priest. The soldier was Don Gaspar de Portolá. The priest was Father Junípero Serra.

At San Diego, the Spaniards built their

first settlement in what is now the state of California. Leaving Father Serra in San Diego to build a mission, Don Portolá moved northward up the coast.

Indian scouts pushed ahead to mark the trail and cut a path for the horses. Next came Don Portolá with a guard of soldiers, his engineer, and two priests. Behind them came a party of friendly Indians with tools to build the road. After them came more soldiers driving a long line of pack animals. Plodding along in the rear were the cattle, sheep, and extra horses.

After traveling several hundred miles, the Spaniards camped not far from San Francisco Bay. One of the men wrote in his diary, "It is a very large and fine harbor, such that not only all the navy of



our most Catholic Majesty, but those of all Europe could take shelter in it.”

The "Americanos" Begin to Arrive

It was by way of the sea that the American people first learned much about this distant land.

American ships bound for Hawaii and China often put in to the California coast for fresh water and supplies. Some of the captains traded manufactured goods for cattle hides which they carried to New England and sold to shoe manufacturers. They also brought back stories about this beautiful country with endless miles of empty land.

One of the stories the sailors told was about a Russian trading post. Russian fur traders had built it north of San Francisco

Don Portolá returned to Mexico City with news of the rich country he had explored. Church bells rang and crowds jammed the churches to give thanks for the great discovery.

A few daring priests and other settlers began to move to this rich but distant country. Before long, the Spaniards had built a chain of missions from San Diego to San Francisco Bay. Around the missions they planted olive groves, vineyards, orchards, and fields of grain.

The Spaniards also built several forts. Here and there in the valleys they built immense “ranchos,” or ranches. Men who wanted to settle in California could get as much as 50,000 acres of land.

Life on these ranchos was easy-going and peaceful. In 1821, when Mexico won her independence from Spain, California passed from Spanish rule to Mexican rule. But the life of the people changed little.

Bay. The Russians who lived in the fort had come from Alaska, far to the north.

At this time, Russia claimed a large part of the Pacific coast. England also claimed much of the coast. But within a few years, both countries gave up their claims to what is now California.

Americans listened to the sailors’ stories, but most people were not interested in settling in California. For one thing, it belonged to Mexico. More important, it was too far away.

By the 1830’s, a few venturesome pioneers began to arrive. One of these was John Sutter.



Captain Sutter's Fort in the Sacramento Valley

Sutter had come to America as a young man. He had made his way to Oregon and then to California. There he obtained a grant of land from the Mexican governor and built a fort near the place where the American River flows into the Sacramento River. The city of Sacramento stands on that spot today.

Sutter owned about 50,000 acres of land. He lived like a king. He had his own cannon and his own small army. Around the fort were planted orchards, vineyards, and fields of grain. There were shops and houses for the Indians and other workmen.

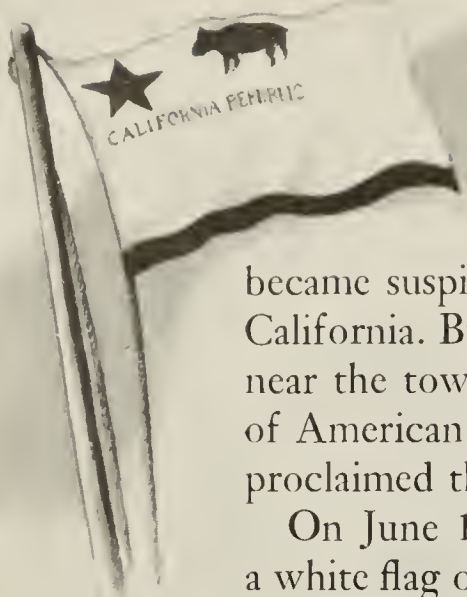
Sutter's Fort was the first settlement travelers reached after crossing the Sierra Nevada range which stood between California and the East. Sutter always welcomed the weary travelers. He gave them food and shelter and helped them on their way.

John C. Frémont and the conquest of California

One of the most dashing visitors ever to ride into California was John C. Frémont of the United States Army. Frémont had ridden across the plains, exploring and mapping the mountain country for the United States government. With him were sixty-two "mountain men."

A Californian who later saw Frémont's party wrote that the men "are the most daring and hardy set of fellows I have ever looked upon." They appeared in California at a time when American settlers were becoming restless under Mexican rule.

Frémont set up camp not far from Monterey. When the Mexican officials



became suspicious, he led his men out of California. But he soon returned and was near the town of Sonoma when a group of American settlers seized the town and proclaimed the "Republic of California."

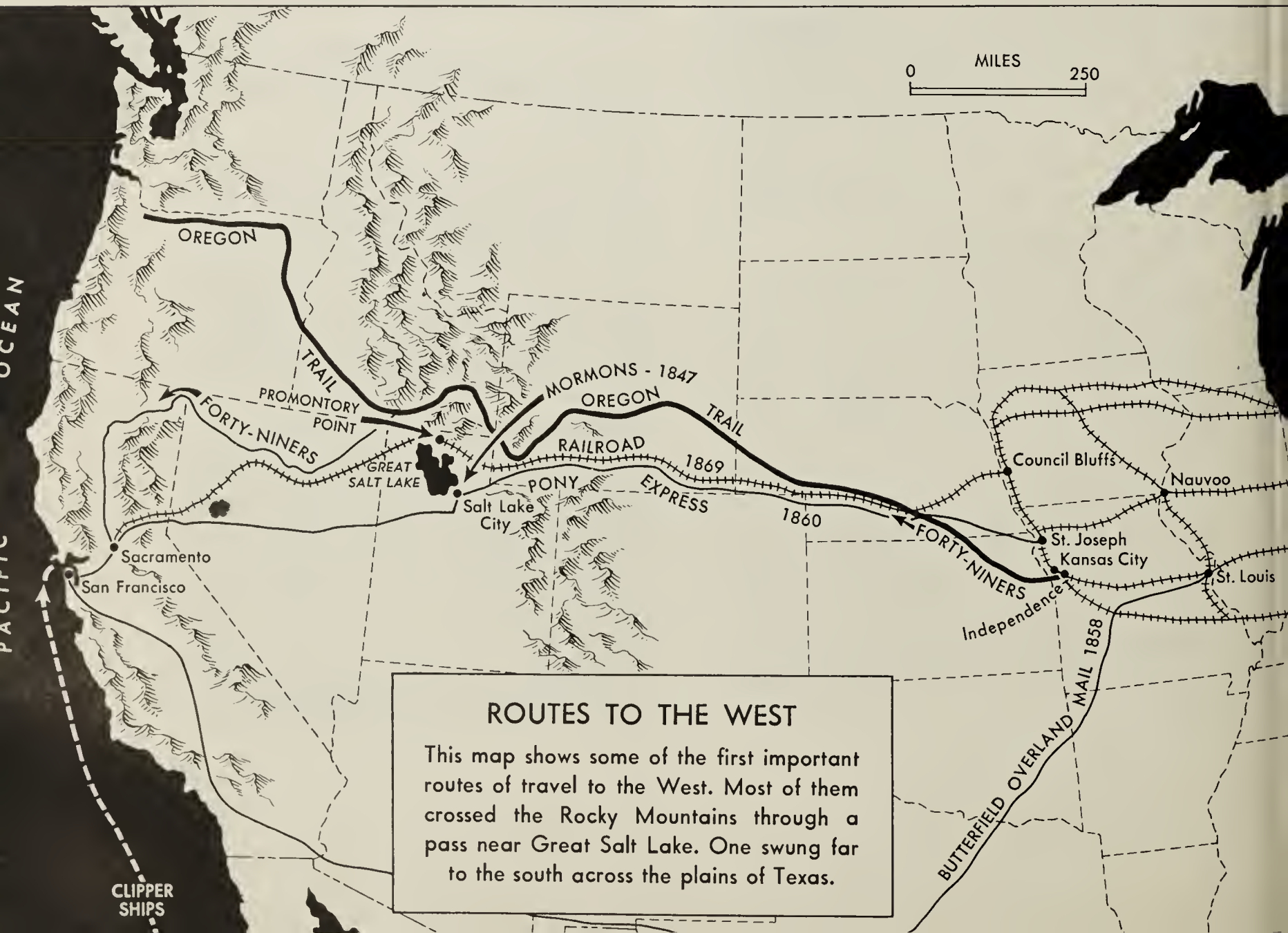
On June 14, 1846, the settlers hoisted a white flag on which were painted a bear and a star. Just what part Frémont played in the "Bear Flag" revolt is not clear. But his presence encouraged the settlers, and for a time he acted as their leader.

Meanwhile, news reached the Pacific coast that the United States had declared war on Mexico. Commodore Sloat of the United States Navy captured the town of Monterey and raised the Stars and Stripes.

Regular United States army troops, under Stephen W. Kearny, soon arrived to join in the struggle. There was fighting at Los Angeles and a number of other places. By the end of 1846, California passed from the control of Mexico into American hands.

While Americans were struggling against Mexican control in California, bands of pioneers were driving their wagons westward. One of these parties, led by George and Jacob Donner, was caught by the winter snows in the Sierra Nevada. Many lost their lives before rescue parties arrived to help them.

Meanwhile, thousands of other pioneers were heading for new homes in the Oregon country.



ROUTES TO THE WEST

This map shows some of the first important routes of travel to the West. Most of them crossed the Rocky Mountains through a pass near Great Salt Lake. One swung far to the south across the plains of Texas.



The Mormons Settle at Great Salt Lake

Of all the pioneers who traveled west, none planned more carefully than the Mormons. They were a religious group that had organized the Church of the Latter-Day Saints. They had settled in Illinois where they built the town of Nauvoo on the Mississippi River.

In the summer of 1846, the Mormons followed their leader, Brigham Young, to new homes in the West. Each family traveled in a large covered wagon. Those who could afford to do so owned several wagons. In the wagons were tents, blankets, guns, seeds, farm tools, and enough flour to last a year. Behind the wagons were long lines of cows, horses, and mules.

On the trail

The Mormons traveled in companies made up of several hundred wagons. The companies which led the way built bridges and flatboats at the river crossings. Every hundred miles or so they stopped long enough to build huts and dig wells for the later companies to use.

By autumn, the leading wagons had reached the Missouri River near Council

Bluffs, Iowa. There the leaders decided to wait for the rest of the wagons and then camp for the winter.

When spring came, in 1847, a picked group of about a hundred and fifty Mormons left Council Bluffs under the leadership of Brigham Young. For three months they made their way across the plains and through the mountains. Every ten miles they set up guide posts on which they left written messages for those who were to follow them.

Finally, late in July, they stopped to rest on the top of a hill. Brigham Young looked down into the immense valley of the Great Salt Lake in what is now the state of Utah. "This is the place," he is reported to have said.

The "City of the Saints"

On the shores of Great Salt Lake, the Mormons began to build the "City of the Saints," later called Salt Lake City. In the picture above, you can see how it looked in the early days. Each week new wagonloads of settlers arrived to help with the building. Little rain fell in that fertile valley, and the Mormons set to work to

irrigate the land. They dug canals and ditches to bring water from mountain streams to the fields.

The "City of the Saints" grew rapidly. An early traveler who visited the town was amazed at what he saw. He wrote, "It is divided into large squares by broad streets crossing each other at right angles.

Through each street runs one or two small canals of pure water . . . Water is thus brought to every man's door . . . and all the gardens and lots in the city."

Salt Lake City was an oasis at the edge of the desert. It became a stopping point for weary travelers on the long road to California.

Gold Rush Days

James Marshall's own story

The Mormons were getting settled at Great Salt Lake when gold was discovered in California. The man who discovered gold was James Marshall.

In the summer of 1847, Marshall started up the American River to build a sawmill for Captain Sutter. By the end of the year, the crew of workmen had finished

the dam and were digging the ditch, or millrace.

Then came a clear, cold morning in January, 1848. "I shall never forget that morning," Marshall wrote. "As I was taking my usual walk along the race . . . my eye was caught by a glimpse of something shining in the bottom of the ditch. . . . I reached my hand down and picked it up. It made my heart thump, for I was certain it was gold. . . . I sat down and began to think right hard."

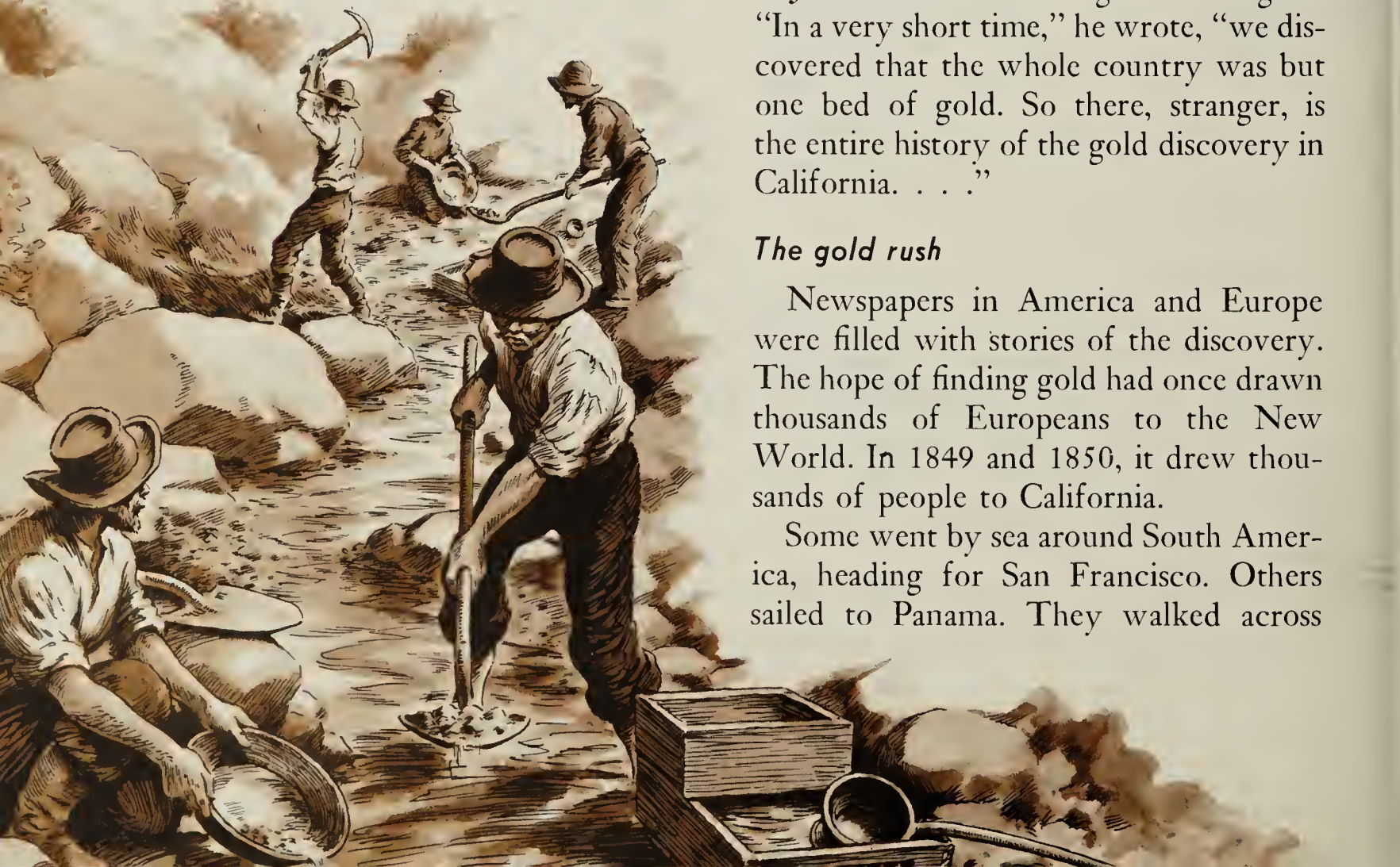
James Marshall was right. It was gold. "In a very short time," he wrote, "we discovered that the whole country was but one bed of gold. So there, stranger, is the entire history of the gold discovery in California. . . ."

The gold rush

Newspapers in America and Europe were filled with stories of the discovery. The hope of finding gold had once drawn thousands of Europeans to the New World. In 1849 and 1850, it drew thousands of people to California.

Some went by sea around South America, heading for San Francisco. Others sailed to Panama. They walked across

Gold!





San Francisco—gateway to the land of gold

the narrow isthmus, or crossed on mules. Then they took another ship to San Francisco. But most of the “forty-niners,” as they were called, traveled overland.

On the way, they often sang a song that we still sing today. The tune was that of “Oh, Susanna!” But the men passed the time by inventing new words to fit the music.

“Oh! Californy,
That’s the land for me!
I’m bound for Sacramento
With my washbowl on my knee.”

Expensive mining machinery was not needed. Gold nuggets and tiny bits of gold were found in the sandy banks of the rivers. All a man needed was a pick and shovel, and a pan or “rocker” in which he could wash the gold out of the sand and gravel. In the picture, the man at the left is “panning” gold, and the one at the right is using a rocker.

The forty-niners started mining towns like Hangtown, Skunk Gulch, Red Dog, and Git-up-and-git. The houses and hotels were tents or rough shacks.

A few of the miners made fortunes in the gold fields. Others started farms, or took jobs in the growing towns. Anyone who was willing to work could make a living, for the miners paid high prices for food and supplies. Men paid a dollar for an egg, and from ten to twenty dollars a week for a cot in a tent.

San Francisco was the gateway city to the gold fields. In 1849, nearly 700 ships sailed through the Golden Gate, which is the entrance to San Francisco Bay. In two years, the settlement grew from a few hundred people to a city of 20,000.

No American territory filled up with people more rapidly than California. In 1850, California entered the Union, and a new star was added to the American flag.

Within a few years, the rich gold deposits were worked out. But men were discovering new riches in California. In fertile valleys, farmers raised huge crops of wheat. Fine fruits were grown by means of irrigation. Soon farming became the leading industry of the state.

From Wagon Trains to the "Iron Horse"

Wagon trains and clipper ships

Between California and the settled areas of Texas and Missouri were hundreds of miles of plains, deserts, and mountains. For a number of years, all heavy freight was carried over this country by wagon train, or sent by sea.

It took several months for a wagon train of twenty-five or thirty wagons to travel from St. Louis, Missouri, to San Francisco. Fifteen miles a day was about the best time the wagons could make.

Each wagon was drawn by ten to twelve oxen or mules. The "bull whackers," or drivers, walked beside their animals and kept them in line with a long "bull whip." Some of these whips were nearly fifty feet long. When an expert "bull whacker" snapped his whip over the heads of his animals, it sounded like a rifle shot.

To California by clipper ship



Travelers bound to and from California sometimes went with a wagon train. Others traveled by clipper ship. These were the swiftest large vessels men had ever built. With huge clouds of sail stretched in the wind, they swept through the water faster than many passenger liners do today. One of these ships, the "Lightning," sailed 436 sea miles in a single day.

Most of the "Yankee clippers," as they were called, were built at ship yards in New England and New York. One famous ship, the "Flying Cloud," made the trip from New York to San Francisco in 89 days. That was in 1851, a year after California entered the Union.

It was expensive to ship goods on the swift clipper ships, or to travel on them. Only well-to-do people could afford to use them.

Stage coaches to California

In 1858, the Butterfield Overland Mail began to run stage coaches from St. Louis to the Pacific coast. The coach shown in the picture on the opposite page was built in Concord, New Hampshire, and was called a "Concord Coach." It carried nine passengers inside and one or two extra passengers on the seat beside the driver. Mail and packages were stored in the "boot" at the back.

Travelers could ride from St. Louis to San Francisco for \$200.00. This was a distance of more than 2,000 miles across plains and dry lands. Passengers had to be in the best of health to stand the

trip. Day after day, for nearly a month, they bounced around inside the coach until they were black and blue with bruises.

Drivers drove at a gallop, stopping every ten or fifteen miles for fresh horses. Three times a day the passengers had a chance to stretch their legs and eat a quick meal.

Later, other stage coach lines were pushed through to the West Coast. One of these was called "The Central Overland, California, and Pikes Peak Express." Now and then the stage coaches were attacked by Indians or held up by robbers. United States army troops began to patrol the routes and soon put a stop to these attacks. Yet in spite of the danger and hardship, for several years stage coaches were the easiest and quickest way to travel to and from California.

The Pony Express carries the mail

For a short time, fast mail was carried to California by the Pony Express. On the first trip in April, 1860, the pony riders carried the mail from St. Joseph, Missouri, to Sacramento in nine days. This was less than half the time made by the stage coaches.

It was expensive to send letters in this way. When the Pony Express was first started, people paid five dollars to send a letter across the country. Later, the rate was cut to one dollar.

The Pony Express riders were the heroes of the West. They rode from 75 to 100 miles a day at break-neck speed, changing horses every 10 or 15 miles. Some of them became famous. "Buffalo



To California by overland stage

Bill" once rode 320 miles in less than 22 hours without resting.

The American author, Mark Twain, saw the Pony Express in action when he made a trip west in a stage coach. The pony riders galloped by and were out of sight, he wrote, "before we could get our heads out of the windows."

But new inventions were replacing the older ways of travel and communication. While pony riders were carrying the mail, a telegraph company began to string a line across the empty spaces of the West. One crew of workmen pushed westward from St. Joseph, Missouri. Another worked eastward from California.

In October, 1861, the gap was closed, and the first telegraph message was flashed along the wires from coast to coast. The days of the Pony Express had come to an end.

The "Iron Horse" from coast to coast

Even before California entered the Union, men began to dream of building a railroad westward to the Pacific Ocean. Then in 1862, Congress voted money and land to the companies that agreed to do the job.

Two lines were started, one in the east, the other in the west. The Union Pacific Company started to build westward from Omaha, on the Missouri River. Many of the workers were men from Ireland and working men from the eastern cities.

The other line was built by the Central Pacific Company. It started in Sacramento and headed east. Many of the workers were Chinese.

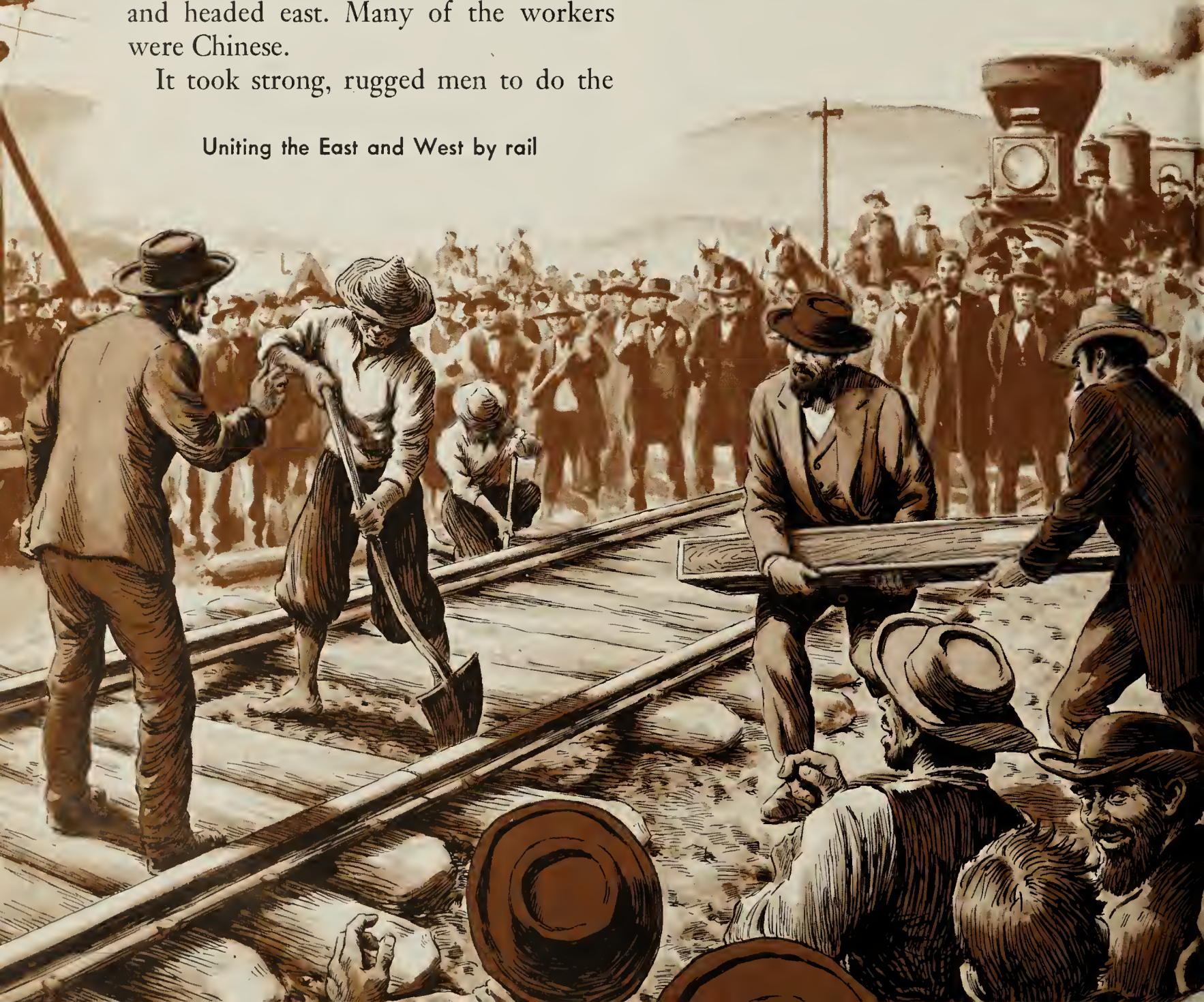
It took strong, rugged men to do the

job. In many places they worked with rifles at their sides, ready to drop their tools and fight off the Indians at a moment's warning.

For several years the two lines of track moved closer together. Each company was racing to make the best record. The government had promised to pay \$16,000 for each mile of track laid on the plains, and \$48,000 for each mile laid in the mountains. The two gangs of track-layers became keen rivals. Every day they checked, by telegraph, to see how many miles of track their rivals had laid.

The two companies finally met in Utah. On May 10, 1869, the two tracks

Uniting the East and West by rail



were joined at Promontory Point, near Great Salt Lake. It was a great day for the workmen, and for the nation.

Two trains carrying government officials and businessmen had traveled over the new tracks, one riding eastward, the other westward. When the trains reached Promontory Point, they came to a stop. Well-dressed officials in tall silk hats climbed out. The workmen gathered around—Chinese, Mexicans, Irishmen, Americans, and even a few Indians.

The last tie, of polished laurel wood and silver, was put in place. Then spikes of silver, gold, and other metals were driven into place. These were gifts from the various states. The last was a golden spike from California. When the golden spike had been driven home, the engines moved together until they touched.

News of the great event was carried over the telegraph wires to the rest of the nation. Bells rang and cannons roared in New York and San Francisco. Factory whistles blew in towns and cities across the country. The job was finished. East and West were united.

In 1789, George Washington became the first President of the United States. A few children born in that year lived to see the Atlantic and Pacific coasts connected by steel rails. During their long lifetimes, they had seen the nation grow from thirteen states to thirty-seven states. They had watched the United States spread out across the Appalachians to the Mississippi, and from the Mississippi to the Pacific coast.

In eighty years, the American people had conquered a continent.

Thinking about What You Have Learned

1. In California, Arizona, Texas, and other states, many places have Spanish names. For example, there is San Francisco, which means Saint Francis, and Rio Grande, which means Great River. Look for other examples on a large map of the United States.

Why is it natural that there are so many of these Spanish place names in California and the Southwest?

2. A number of missions built by the Spaniards are still to be seen in California and the Southwest. If you have visited one of these missions, report to the class on what you saw and learned about it.

3. Pictures of old Spanish missions often appear in magazines and newspapers. Look for pictures of this kind and bring them to class. Try to find out where the missions are and when they were built.

4. What was the official job that brought Frémont to the West?

Name two other men who set out, in 1804, to do the same sort of job for the United States government. If you need to, look again at the story on page 251.

5. How did the Mormons solve the problem of little rainfall in the fertile valley near Great Salt Lake? Use the picture on page 273 to show how the early settlement was supplied with water.

6. Read again James Marshall's story of how he discovered gold in California. Do you think he told the story well? Give your reasons. What did he say that helps you to understand a little how he felt?

7. What story about travel and mail service across our country can you read from the map on page 272 and pictures on pages 277 and 278?



21 THE NATION IS TESTED

Nations, like people, pass through times of trouble and sorrow. In this respect, the United States is no different from any other nation.

One of the saddest periods in American

history began in 1861. It began with a terrible war. This was a war between the North and the South. Some people called it the Civil War. Others called it the War Between the States.

Reasons for the War

The quarrel that ended in war started long before 1861. The trouble was that in many ways the North and the South were different. Every year the differences became greater.

The problem of farms and factories

Most Southerners lived on small farms. A few lived on large plantations and had slaves to do the work. Many Southern farmers and planters grew cotton to sell. It was the big “money crop” of the South. Most of it was sold in England and in the

North where it was manufactured into thread and cloth.

In the North, as in the South, most of the people lived on small farms. But many Northerners lived in cities, and these cities were growing rapidly. New factories were being built, and older factories were being made larger. Men and women were leaving the farms to live in the cities and work in the factories. The goods they made were sold in all parts of the United States.

Many Northerners wanted laws that

would place a high tax, or tariff, on manufactured goods shipped to the United States from foreign countries. A high tariff meant that goods made in Europe probably would sell at higher prices than goods made in the United States. Americans would then buy more goods made in the United States.

Many people believed that this would help the factory owners of the North and the wage earners who worked in the factories.

Most Southerners did not want a high tariff on goods made in Europe. They wanted to buy manufactured goods as cheaply as they could. They did not care whether the goods were made in Europe, or made in the North. They did not see why they should have to pay high prices just to help Northern businessmen and factory workers.

The problem of slavery

Congressmen from the Northern and Southern states quarreled over the tariff and many other problems. Sometimes these quarrels were very bitter. The problem of slavery caused one of the most

As the picture on the opposite page suggests, the South was a land of cotton. But the North was rapidly becoming a land of many factories. Southern cotton farmers and Northern factory owners often disagreed as to what was best for the country.

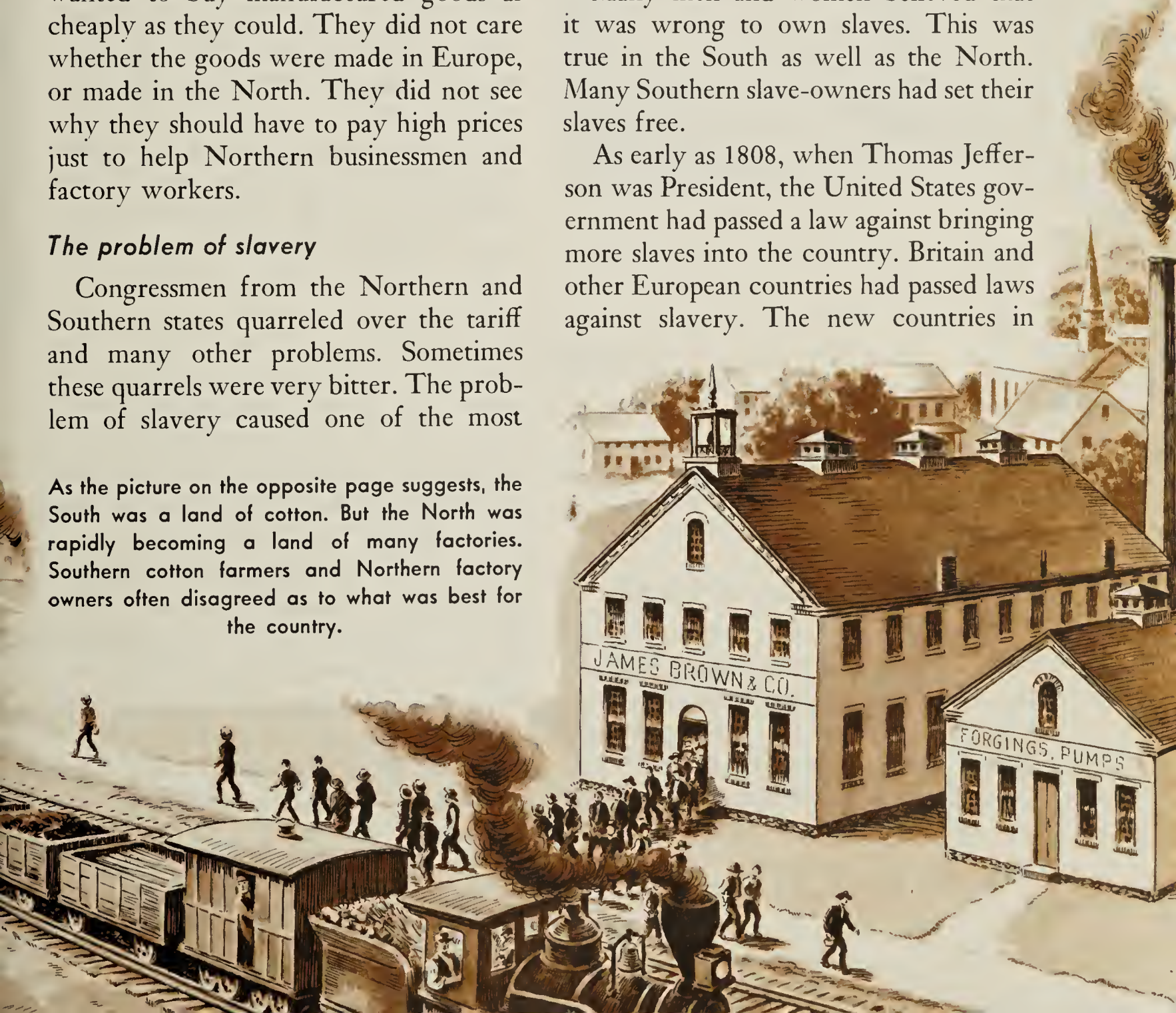
bitter quarrels that divided the North and South.

In the early days of the nation, slaves had been used in the North as well as in the South. As the years passed, however, the people in the North gave up their slaves and passed laws against slavery.

One reason was that most Northern farmers lived on small farms where slave labor did not pay. After factories were built in the North, none of the factory owners wanted slaves to work for them. They found it was better and cheaper to hire men for wages.

Many men and women believed that it was wrong to own slaves. This was true in the South as well as the North. Many Southern slave-owners had set their slaves free.

As early as 1808, when Thomas Jefferson was President, the United States government had passed a law against bringing more slaves into the country. Britain and other European countries had passed laws against slavery. The new countries in



Central and South America had done the same thing.

Southerners wanted to make their own laws

Every year, Northern and Southern congressmen found it harder to agree. Quarrels became more bitter. Southerners were afraid that senators and representatives from the Northern states would pass laws harmful to the South. They were afraid that Northern congressmen might even try to free the slaves.

To be sure, Southern congressmen could vote against any laws they did not like. But the North was growing more rapidly than the South. By 1860, there were nearly 19 million people in the North, and only 5 or 6 million white people in the Southern states. As a result, Northern congressmen could outvote the Southern congressmen when they met together to make the laws in the Capitol at Washington.

In the South, many people believed they could solve their problems best if they had their own government. This government would be run entirely by Southerners. They would know better than anyone else what laws were good for the South. Of course, this would mean that the Southern states would have to leave the United States. The people of the South would have to build a new nation with a new government.

Many Northerners, as well as Southerners, believed that the South had a right to do this. They argued that the American colonists had done the same thing in 1776. The colonists had declared themselves independent of England. After the Revolutionary War, they had started the United States.

But many other people believed that the South had no right to leave the Union. The strength of the United States, they said, depended upon the states being *united*.

The War Begins

As late as the autumn of 1860, none of these problems had been solved. And then, in November, Abraham Lincoln was elected President of the United States.

Abraham Lincoln is elected President

The new President was born on February 12, 1809, in a log cabin in Kentucky. When "Abe" was only seven, Tom Lincoln, his father, moved to Indiana. While Tom was building a new cabin, the little family lived in a "half-faced

cabin." It had only three sides. On the fourth side, which was open, a fire was kept burning. Finally, the family moved into their new home. And there, within a few months, Mrs. Lincoln died.

For a year or more, the cabin was a lonely place. Then Tom Lincoln married again. Young Abe did everything he could to help his new mother. He cut firewood, carried water, and worked in the fields.

Men have filled many books with stories about Abe Lincoln's early life.

Strong, gentle, and honest, "Abe" Lincoln became one of the truly great men of history.

They tell how he borrowed books from friends and neighbors and read them at night before the light of a blazing fireplace. They tell how he learned arithmetic, writing with a piece of charcoal on a board, or on the back of a wooden shovel.

Abe grew to be six feet four inches tall. He could out-wrestle anyone in the neighborhood. When he was nineteen, he helped take a flatboat loaded with farm goods down the Ohio and Mississippi to New Orleans. This gave him his first chance to see the outside world.

When Abe was twenty-one, the family moved again, this time to Illinois. Many stories have been written about these years in Illinois. Abe worked for a time in a country store. He was elected to the legislature in Springfield, the State Capital. Then we see him studying to become a lawyer, and working in his law office. We see him traveling to Washington as a congressman from Illinois.

Always kindly and friendly, he was popular with his neighbors. They liked his simple, honest ways and the twinkle in his eyes when he told a funny story.

In the years that followed, Lincoln thought deeply about the problem of slavery and other questions that divided



the North and South. He had a simple, direct way of talking that made people listen to what he had to say. In one speech, he said:

"A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

This was the man who, in 1860, was elected President of the United States.

The South forms its own government

Lincoln's victory was a great blow to the people of the South. Nearly everyone in the Southern states had voted against him. He did not promise to free the slaves. But he did promise to do everything he

could to prevent Southerners from taking slaves into the new lands in the West. Everyone knew that the new President would try to keep his promise.

A few weeks after Lincoln was elected, South Carolina declared itself independent of the United States. Other Southern states followed. They joined together to form a new nation, the Confederate States of America. They elected Jefferson Davis to be their President.

The Confederacy had its own government, and its own army. It had its own flag and its own song, "Dixie."

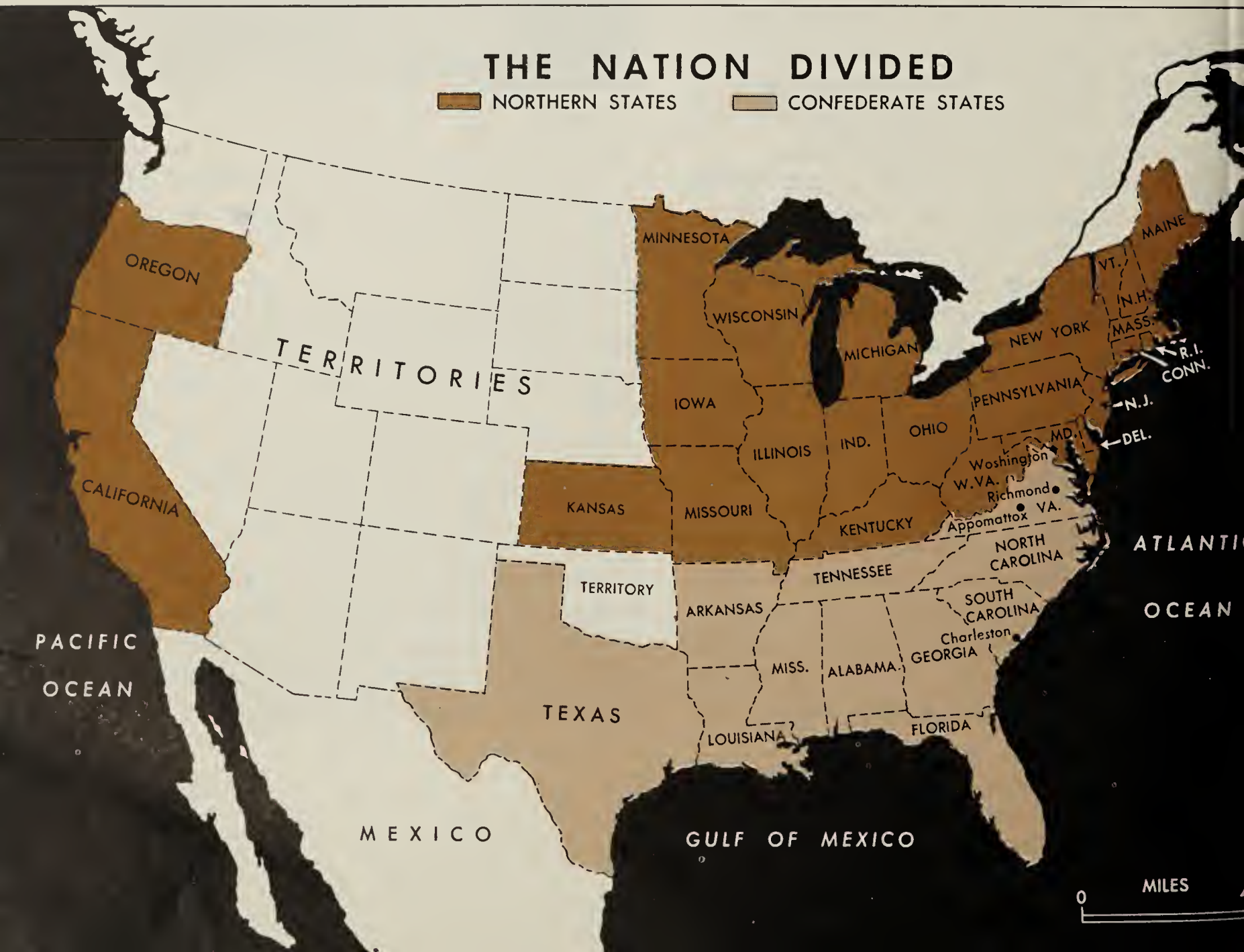
"Then I wish I was in Dixie,
Hooray! Hooray!
In Dixie Land I'll take my stand,
To live and die in Dixie."

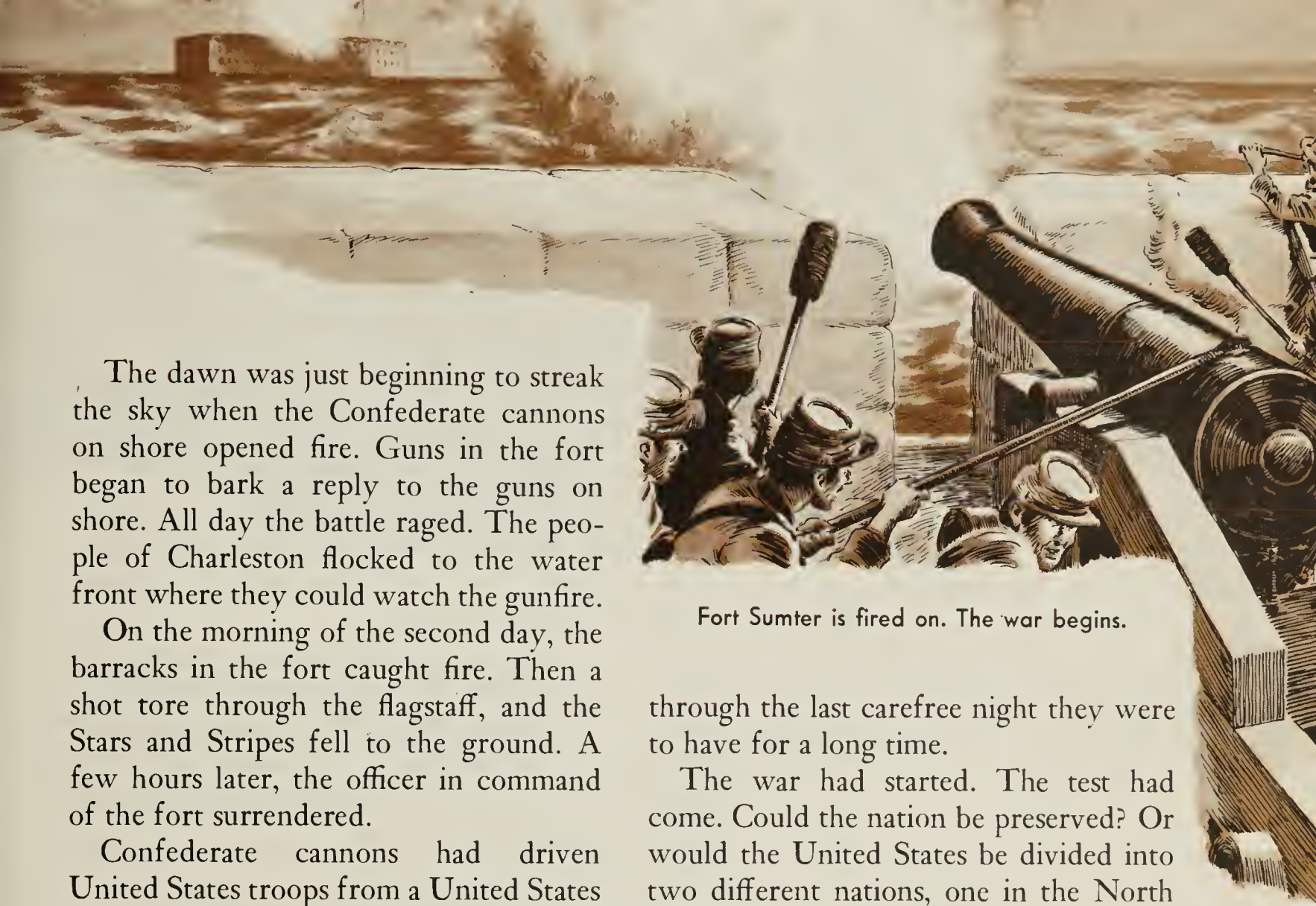
The states in the Confederacy asked to be allowed to leave in peace. But they made it clear that they were ready to fight for their independence.

The first battle

On the night of April 11, 1861, the people of the Confederate city of Charleston, South Carolina, went to bed as usual. A gentle spring breeze blew through the gardens and rustled the curtains at the open windows.

On an island in the harbor stood Fort Sumter. It was a United States fort in Confederate territory. The Stars and Stripes still flew over the fort, and soldiers of the United States Army stood on guard.





The dawn was just beginning to streak the sky when the Confederate cannons on shore opened fire. Guns in the fort began to bark a reply to the guns on shore. All day the battle raged. The people of Charleston flocked to the waterfront where they could watch the gunfire.

On the morning of the second day, the barracks in the fort caught fire. Then a shot tore through the flagstaff, and the Stars and Stripes fell to the ground. A few hours later, the officer in command of the fort surrendered.

Confederate cannons had driven United States troops from a United States fort. Millions of Americans had slept

Fort Sumter is fired on. The war begins.

through the last carefree night they were to have for a long time.

The war had started. The test had come. Could the nation be preserved? Or would the United States be divided into two different nations, one in the North and one in the South?

Leaders on the Battlefield

For four long years the American people were divided by war. President Jefferson Davis and the members of the Confederate government worked in the capital of the Confederacy at Richmond, Virginia. About ninety miles away, in Washington, were President Lincoln and the members of the United States government. In both capitals, lights burned far into the night while the leaders struggled to solve the wartime problems.

General Robert E. Lee

Robert E. Lee was the beloved commander of the Confederate army. He was

born into a well-known Southern family, in Virginia. His father, a daring and famous officer, had served under George Washington in the Revolutionary War.

When Robert was old enough, he became a student at the United States Military Academy at West Point. Everyone admired him. He gave the best he had to everything he tried to do. As a result, he was one of the top students in his class. He served so well in the war with Mexico that his commanding general called him one of the best soldiers in America. Later, he was made head of the Military Academy at West Point.

Robert E. Lee, like many other Southerners, thought that slavery was wrong. Long before the War Between the States, he freed his own slaves.

He also thought that it was wrong for the Southern states to leave the Union. He was deeply troubled when the war began. He did not know what to do when President Lincoln asked him to be commander of the United States Army. He loved his country. But he also loved his native state of Virginia.

Finally, he decided that it was his duty to remain loyal to his own state. With a heavy heart, he resigned from the Army of the United States and became commander of the Army of Virginia. Later, he was put in charge of all the armies of the Confederacy. He was a brilliant leader, loved and respected by everyone with whom he worked.

General Ulysses S. Grant

Ulysses S. Grant was born in Ohio. Like Robert E. Lee, he studied to be a soldier. He, too, went to West Point. He, too, fought in the Mexican War. Then he left the army. He tried to earn a living by farming. When the war started, he was working for his father as a clerk in a store in Galena, Illinois.

The war quickly changed Grant's life. He returned to the army and fought with such skill that he was promoted again and again. In 1864, President Lincoln made him commander of all the United States armies.

By April 1865, General Grant was ready to strike the final blow. With a large, powerful army he struck at the

Southern forces in front of Richmond. General Lee and his men fought back with great courage. But Lee realized that he could not hope to hold the city. He tried to retreat to the South. Grant followed him.

Grant and Lee meet on the last battlefield

On April 9, General Lee decided to surrender. He knew his men would keep on fighting if he asked them to do so. But he also knew that it was useless to prolong the war.

The two generals met in a house in the little village of Appomattox Court House in Virginia. General Lee was dressed in his best uniform. At his belt hung a beautiful, shining sword. General Grant wore his favorite uniform, that of a private in the army.

For General Grant, this was a moment of victory. But he was not happy. He was "sad and depressed," he said, "at the downfall of a foe who had fought so long and valiantly."

The two men shook hands. They sat down and began to talk about West Point and other experiences they had shared in happier days. Then General Grant wrote the terms of surrender. The Southern soldiers must promise not to fight again. Once they had made this promise, they could return to their homes.

"Let all the men who claim to own a horse or mule take the animals home with them to work their little farms," Grant wrote. He glanced at General Lee's handsome sword. All the officers may keep their swords, he said.



The war ends. Grant and Lee at Appomattox.

The meeting was over. The two men walked to the door. General Lee mounted his horse and rode off. The Northern troops began to cheer.

General Grant ordered his soldiers to be silent. "The war is over," he said to his men. "The rebels are our countrymen again."

Healing the Nation's Wounds

The big question was settled. The Southern states were to remain in the United States.

The question of slavery also was finally settled.

During the war, President Lincoln had made his famous Emancipation Proclamation. In it, he declared that the slaves in the states at war with the United States shall be "forever free."

But, in spite of Lincoln's words in the Emancipation Proclamation, not all of the slaves were freed until the War Between the States had ended.

After the war, Congress added three new amendments to the Constitution. All three were concerned with the question of slavery.

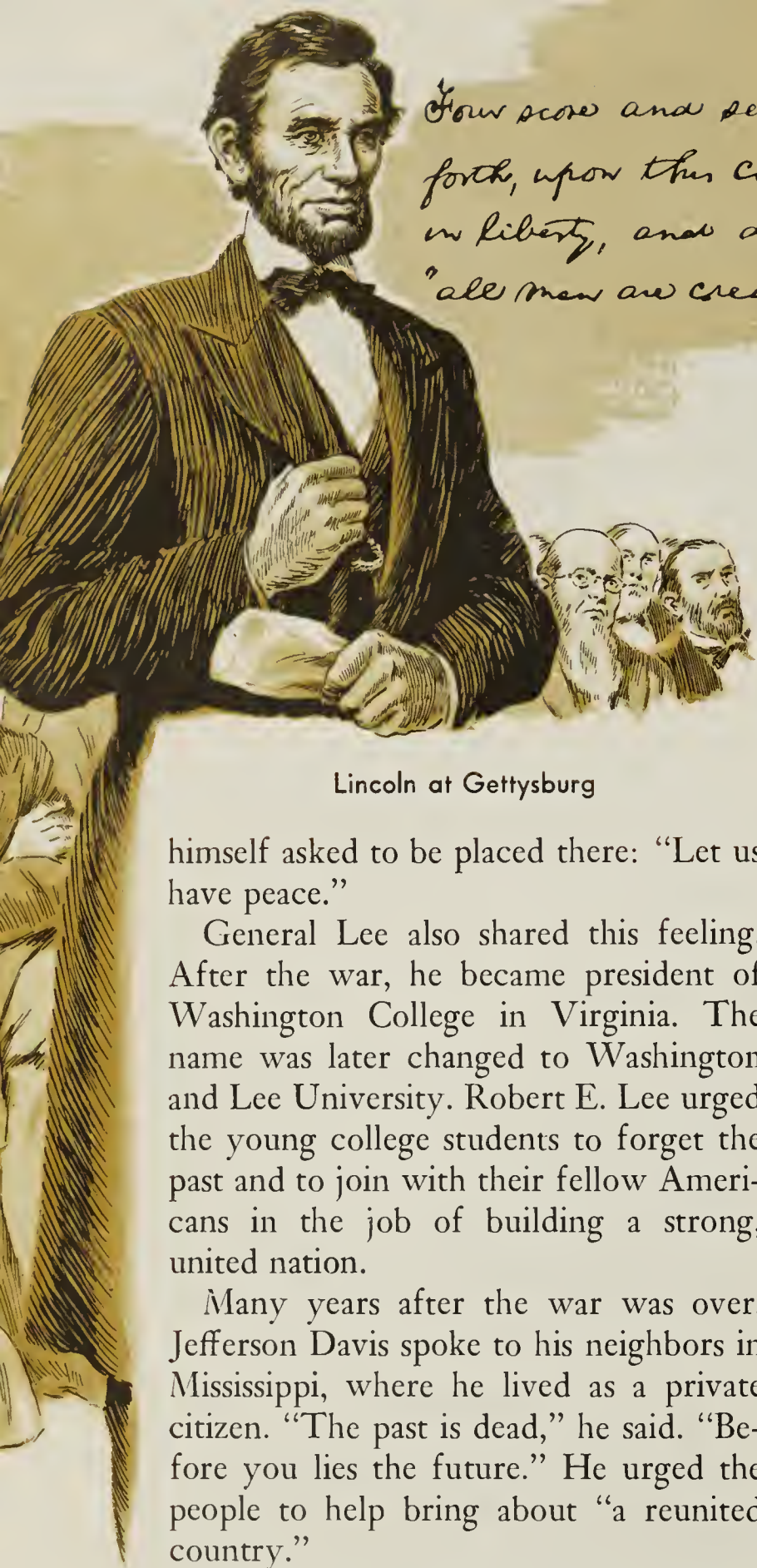
One of these amendments, the thirteenth, freed the slaves. Another, the fourteenth, made them citizens. Another, the fifteenth, gave them the right to vote.

Many serious problems remained. In the years following the war, many leaders in both the North and South worked to heal the nation's wounds.

"Let us have peace"

Four years after the war ended, Ulysses S. Grant became President of the United States.

As President, Grant continued to work for a united nation. When he died, he was buried in New York City. His tomb stands on the banks of the Hudson River. Cut in stone are the words that he



Flow score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal".

Lincoln at Gettysburg

himself asked to be placed there: "Let us have peace."

General Lee also shared this feeling. After the war, he became president of Washington College in Virginia. The name was later changed to Washington and Lee University. Robert E. Lee urged the young college students to forget the past and to join with their fellow Americans in the job of building a strong, united nation.

Many years after the war was over, Jefferson Davis spoke to his neighbors in Mississippi, where he lived as a private citizen. "The past is dead," he said. "Before you lies the future." He urged the people to help bring about "a reunited country."

During the war, President Lincoln had repeated this advice over and over again. In a speech he made on the battlefield at Gettysburg, he prayed that "this nation, under God, shall have a new birth of free-

dom; and that government of the people, by the people, for the people, shall not perish from the earth."

Later, as the war was drawing to an end, Lincoln made one of his last speeches. Let us live "with malice toward none, with charity for all," he said to the people.

Then he went on to urge the people "to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

The scars of war

When Lincoln made this speech, his own life was drawing to a close. A few weeks later, while he sat in a theater in Washington, he was shot by an actor and died a few hours later. His tragic death was one of the scars of war. There were many others.

Not all Americans followed the advice of such leaders as Lee and Grant, Davis and Lincoln.

Many Southerners were bitter. They looked at their ruined countryside, and found it hard to forgive the "Yankees." Wherever armies had fought, the scars of war remained.

Many Northerners also were bitter. Some wanted to punish the "Rebels."

And in the North and South alike, families were sad at the loss of men and boys who had given their lives on the battlefield.

The wounds begin to heal

Slowly, however, the wounds began to heal. People in the North and South began to forget the past.

Southerners began to rebuild. They rebuilt railroads, bridges, and roads. They began to grow more cotton, tobacco, and sugar cane than they had ever grown before.

Southern farmers also began to grow other crops that they sold in the North as well as in the South. Refrigerator cars began to roll northward loaded with oranges, strawberries, watermelons, peaches, and vegetables.

The "New South" began to produce many other things needed by all the



A steel mill in the "New South"

American people. Iron and steel came from the mines and mills of Alabama. Oil flowed from wells in Louisiana and Texas. Manufactured goods poured out of new mills and factories.

As the years passed, people began to forget the old quarrel. Men and women in the North and South were busy building for the future. And in the West, Americans from both sections of the country were settling together on the last frontiers.

Thinking about What You Have Learned

1. In 1861, when the war began, were most of the people in the North and South "city people" or "country people"?

Did most Northern and Southern families live on big farms or little farms?

2. In 1861, there were also a number of *differences* in ways of life in the North and South. What were some of these differences?

3. Why did many factory owners and factory workers in the North want a high tax, or tariff, placed on manufactured goods from Europe? Why were most Southern farmers against this high tariff?

4. Many Americans today argue for or against a high tariff on goods brought in from foreign countries. Look for an example of this in your daily newspaper.

5. Give some reasons why slavery had not proved to be successful in the North.

6. Many Northerners and Southerners believed that slavery was wrong. How did Robert E. Lee feel about slavery? How did Abraham Lincoln feel about it?

7. Read again Lincoln's words, in his own handwriting, at the top of page 288. How long is a "score" of years?

Lincoln wrote these words in 1863. What great event had taken place eighty-seven years before, in the month of July?

8. What advice did Robert E. Lee give his young students after the war?

What advice did Lincoln give the people shortly before he died?

Do you think the advice these men gave was wise? Give your reasons.



22

SETTLING the LAST FRONTIERS in the WEST

For hundreds of years the Indians ruled the Great Plains. This immense area lay east of the Rocky Mountains and stretched in a broad belt from Canada into Mexico. It was grassland, with little rainfall and only a few scattered trees.

When the Indians ruled the plains

The first Europeans to see the Indians of the plains were the Spaniards. Coronado and his followers reached the grasslands about fifty years after Columbus discovered America. Coronado liked the Indians. "They are a kind people and not cruel," he wrote.

The Spaniards were amazed at the great

herds of buffalo which the Plains Indians hunted on foot. Coronado wrote that the Indians skinned the buffalo with great skill, "using a flint as large as a finger, tied in a little stick. The quickness with which they do this is something worth seeing."

As for the Indians, they were amazed at the Spaniards' horses. We do not know just when these Indians began to have horses of their own. They captured stray horses from the herds of the Spaniards and started herds for themselves. Long before 1700, most of the tribes of the Great Plains were "horse Indians," hunting the buffalo from horseback.



The Struggle for the Plains

When the first American explorers and pioneers reached the Great Plains, they found the Indians hunting and fighting on horseback. By the 1840's, pioneers were coming in large numbers. They were crossing the plains on their way to new homes in Oregon and California. The Indians watched them pass. Sometimes, if a wagon train was small enough, the Indians attacked.

Their favorite method of fighting was to ride in a circle around their enemy. They rode slowly at first, then faster and faster, getting closer all the time. Now and then, one of the warriors would swoop close to the enemy, hoping to draw his fire. The instant the settlers fired, the Indians dashed straight at them, firing their guns and shooting iron-tipped arrows.

By the 1840's, many of the Plains tribes were armed with guns. They were expert horsemen and crack shots. Because long rifles were hard to use on horseback, the Indians cut off part of the long barrels. An Indian warrior carried the bullets in his mouth and learned to load and shoot at a fast gallop.

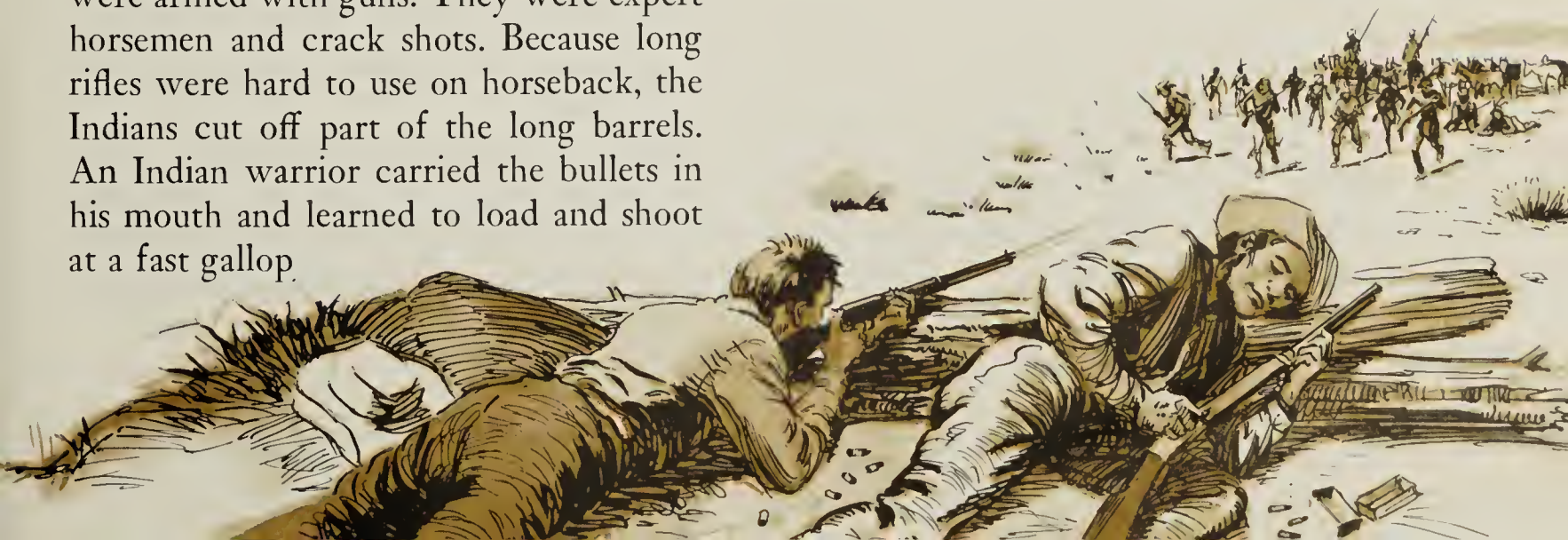
In the forest country, the settlers had been able to defend themselves with their long rifles. If a man missed with his first shot, he could take shelter behind a tree or rock and reload before the Indian could reach him. But on the open plains there were few places to hide. If a man missed with his first shot, his enemy could ride him down before he had a chance to reload.

When the pioneers began to cross the plains on their way to the Pacific coast, they quickly learned how to defend themselves. If possible, they traveled in large parties with plenty of guns. At night, or when the Indians attacked, they pulled their wagons into a tight circle. This gave them time to reload their guns before the Indians could get through the circle.

"Spirit guns" help defeat the Indians

Repeating rifles and revolvers were manufactured as early as the 1830's. In the years that followed, more of them came into use. Armed with these new weapons, even men on foot were not afraid to venture into Indian country.

A story is told of two men, armed with repeating rifles, who built a cabin far out on the plains in 1865. They were not afraid, but they kept their rifles carefully



cleaned and oiled. They knew it was only a matter of time before the Indians attacked.

One morning the Indians came. The two men counted forty warriors galloping across the plains. Just beyond gun range, the Indians dropped from their horses and began to crawl toward the cabin. They were so sure of winning the fight that they did not want to risk losing a single horse.

The two men waited for them behind a pile of logs. "They'll rush us the moment we fire," one of the men said. "Then'll be the time for you and me to do some shooting."

The words were hardly out of his mouth before two Indian warriors popped up. The men fired. Instantly, every Indian was on his feet, dashing toward the men.

Then it happened. The guns kept on firing. The Indians turned to run, but the bullets followed them. Only a few escaped.

Indians from this tribe never again came near the cabin. Those who had to pass it made a wide circle. Later, one of the men met an Indian warrior on the plain. When the Indian saw who the man was, he shook with fear. "Spirit guns! Spirit guns!" he cried, and fled as fast as his pony could gallop.

Final defeat of the Indians

Some of the Plains tribes were armed with repeating rifles. Fighting became fierce and deadly. But the older and wiser Indians knew that the warfare was hopeless.

There were too many settlers. Their numbers were like the grains of sand in the stream beds or the blades of grass on the plains. They came on foot and on horseback and in wagons. Then they began to build railroads across the plains. This was the final blow.

Parties of hunters traveled to the Great Plains by railroad. When they reached buffalo country, they unloaded their horses and started to hunt. In one three-year period, they killed more than four million buffalo. One hunter is said to have killed a hundred and twenty buffalo in forty minutes.

The waste was beyond belief. Many of the hunters did not even bother to use the meat or skins. Perhaps one in every four buffalo was skinned and the hide shipped to market. By 1885, only a few hundred buffalo were left in the whole United States.

The Indians depended on the buffalo for their food, their clothing, and their shelter. Without the buffalo, they could not live on the plains. One by one, the tribes stopped fighting and went to live on reservations set aside for them by the United States government.

During these same years, the Indians who lived in the mountains west of the plains were also driven on to reservations. One of the final battles was a running fight between United States troops and a band of Nez Percés Indians led by Chief Joseph.

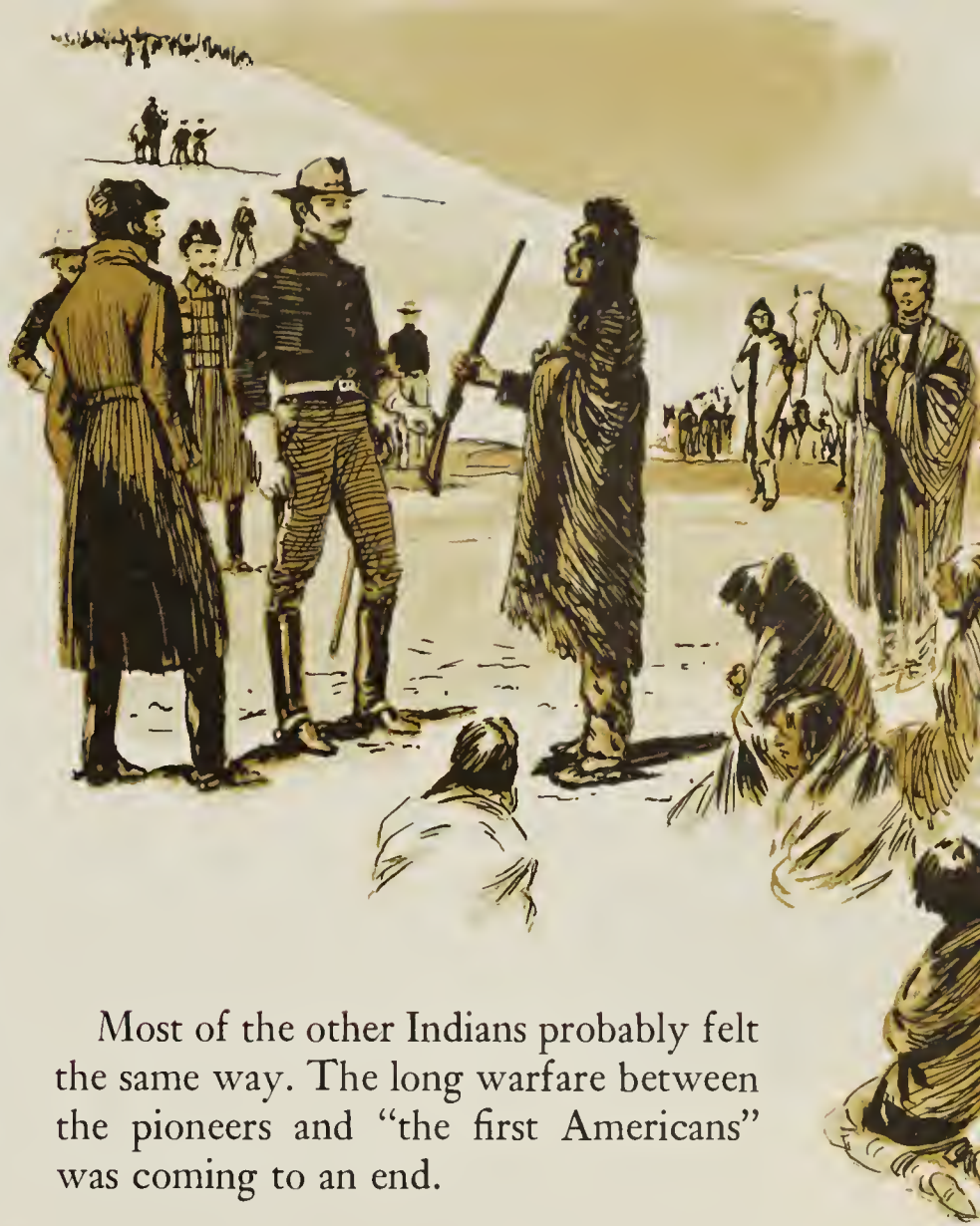
The Nez Percés lived in Oregon. They could boast that for fifty years they had never taken the life of a white man. But trouble broke out between the Nez Percés

The end of the trail for a great chief and his people

and the settlers. When this happened, Chief Joseph tried to escape to Canada with some of his people.

He set out across the mountains in the year 1877 with about two hundred warriors and six hundred women and children. United States troops tried to capture him. The chase lasted for more than two months. During this time, Chief Joseph and his people traveled more than 1,300 miles. The United States troops finally caught them, and Chief Joseph had to surrender.

"I am tired of fighting," he said. "Our chiefs are killed. . . . It is cold and we have no blankets. The little children are freezing to death. . . . My heart is sick and sad. I am tired."



Most of the other Indians probably felt the same way. The long warfare between the pioneers and "the first Americans" was coming to an end.

Cattlemen Settle on the Plains

The western cattle industry had been started even before the buffalo and the Indians were driven from the plains. It began in Texas, near the southern end of the Great Plains. Here, on lands once owned by the Spaniards, were several million cattle.

By 1865, at the close of the War Between the States, high prices were paid for beef in eastern cities. The cities were growing rapidly, and there was a big demand for meat.

The problem for the Texas cattlemen was how to get their cattle to the eastern markets. The answer to the problem was the "long drive."

The "long drive"

Every spring, in the years following the war, large numbers of cattle were rounded up on the Texas grasslands. They were then divided into herds of perhaps 2,500 cattle each and driven north across the open country.

Each herd was tended by an "outfit" of ten or twelve cowboys, a cook, and a horse wrangler. The wrangler took care of the horses, some ten or more for each cowboy.

On the trail, the foreman led the way. The cattle followed in a long, uneven bunch. Two or three cowboys rode on either side to keep the cattle in line. The

rest of the cowboys rode in the rear to catch any stragglers. The cook drove ahead with his "chuck wagon." When the "outfit" caught up to him at noon and again in the evening, he had hot food waiting for the men.

At night, before they rolled in their blankets, the cowboys sat around the camp fire and exchanged jokes, sang, or played cards. They took turns sleeping, for guards were needed day and night to keep the herd from straying. All through the night several of the men rode around and around the herd.

Herding cattle on the "long drive" was hard, dirty, dangerous work. The cowboys were on the job seven days a week for many weeks on end.

On the long drives north, the cattle lost weight. Many of the "outfits" fattened their herds on the sun-cured grasses of the high plains before shipping them to market.

At the end of a long drive was a "cow town." These towns were built on a railroad line and were shipping points to the eastern cities. There were a number

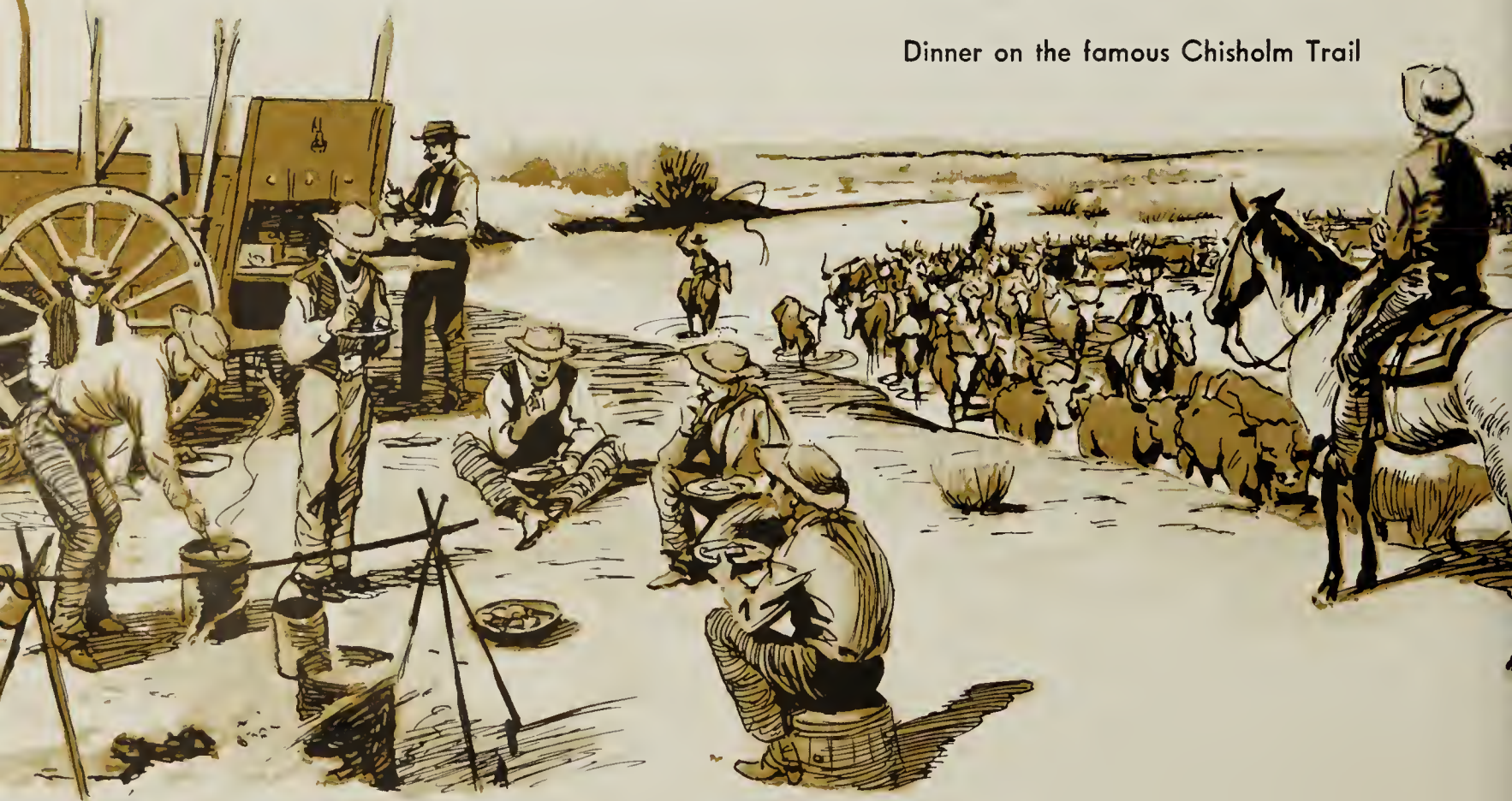
of cow towns, but Abilene and Dodge City, both in Kansas, were perhaps the best known. You can find them on the map on the next page.

Once in town, the cattle were herded into stock pens near the railroad tracks. Then they were loaded into cattle cars and shipped East. The cowboys, with several months' pay in their pockets, set out to have a good time in the town before they started on the long ride home.

All of the cow towns looked much alike, at least in the early days. Unpainted shacks, stores, and hotels lined a main street that was deep in dust. Sidewalks were made of wooden planks. These towns were wild and lawless in the early days. As the years passed, however, the citizens organized police forces and built schools and churches.

For twenty years or so—until the late 1880's—cowboys made the long drives from Texas. Then the need for the drives ended. Railroad lines were built into the cattle country, and the cattlemen could ship their steers directly to market.

Dinner on the famous Chisholm Trail



The cattle industry spreads

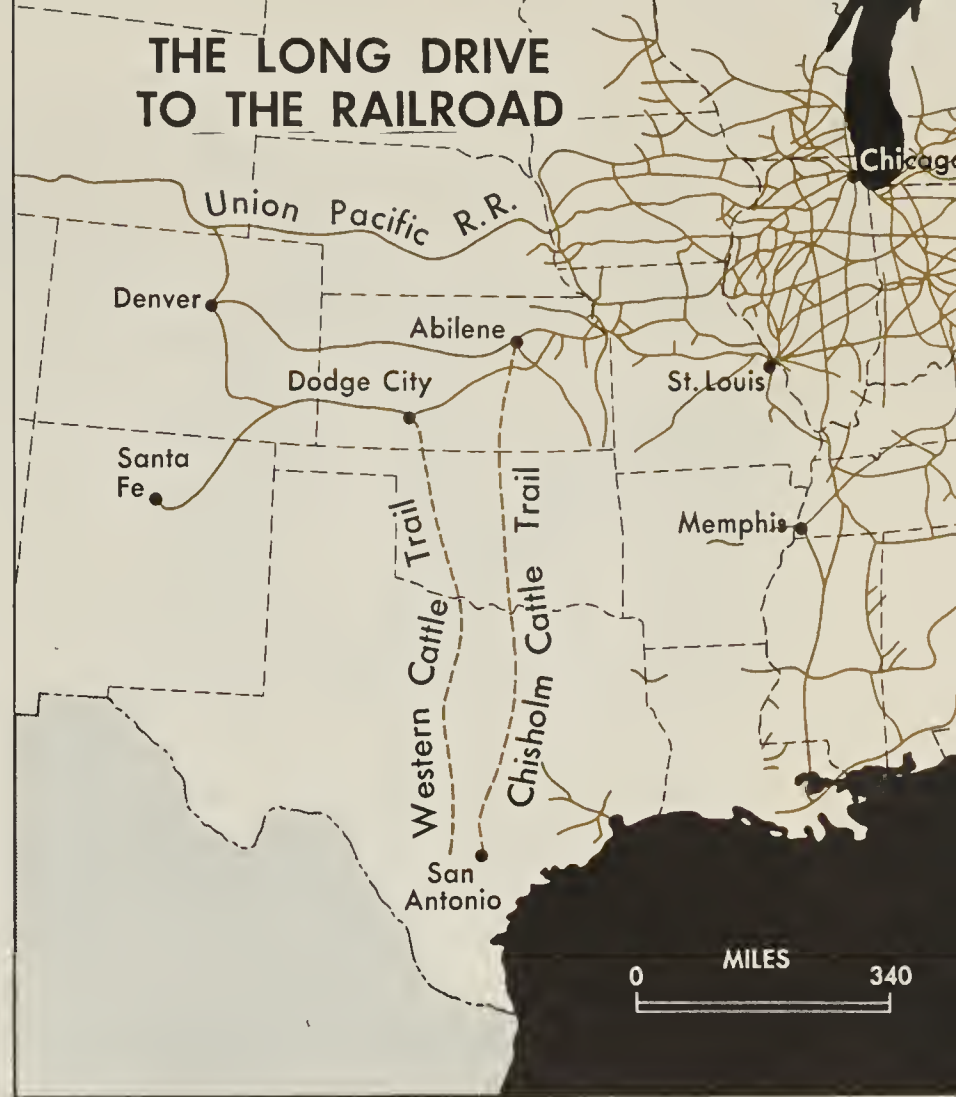
In the years following the War Between the States, the cattle industry spread far beyond Texas. Cattlemen were starting ranches on the grassy plains in what are now Colorado, Wyoming, Montana and near-by states.

Many of these ranchers owned only a few hundred acres of land around their ranch houses. They grazed their cattle on public land, owned by the government. This government land was called the "open range."

On the open range, cattle from ranches for miles around grazed side by side. Each rancher kept track of his own cattle by burning a mark, or brand, on their hides. This was done at the spring "round up," while the calves were still with their mothers. Each young calf was branded with the mark of the owner. Then the cows and calves were turned loose again. The steers ready for market were driven to the nearest shipping point on a railroad.

As the cattle industry grew, the business of meat packing grew with it.

In the early days of river travel, Cin-



cinnati had been the leading meat-packing city of the country. Now Chicago was the greatest. St. Louis, Kansas City, and Omaha were important, too. These were "railroad cities." Trains of loaded cattle cars rolled into their stock yards. In 1875, refrigerator cars were put into service, and fresh beef from the West could then be shipped directly to people on the Atlantic coast.

Farmers Move out on the Great Plains

The United States government was willing to give free land to anyone who would settle on it.

For a number of years, farmers were not interested in the government's offer of free land on the Great Plains. At first, they were afraid of the Indians. Then, when this danger was about ended, pio-

neer families began to start farms on the open range.

Almost at once, the farmers ran into trouble with the cattlemen. The herds of cattle roamed freely, and there was nothing to prevent them from trampling a farmer's crops. How was a farmer to protect his fields from the cattle?

Barbed wire solves a problem

Back East, in forested country, most farmers had wooden fences. These were made of rails split from logs.

In places where stone was plentiful, many farmers built stone walls around their fields. These old stone walls are still to be seen in New England and other parts of the East.

On the Great Plains, however, there were few trees and very little stone. Some farmers tried building mud fences. Others planted hedges of thorns. Ordinary wire was not strong enough. Cattle could easily push through it, or break it down.

Barbed wire solved the problem of fences on the Great Plains. Two of the men who helped to invent barbed wire were Joseph Glidden and Jacob Haish. They lived near the open prairie country of Illinois. Each man started a factory in the 1870's and began to manufacture barbed wire.

Each of these men had discovered a practical way to twist two wires so that the small sharp barbs would be held in place between them. Three strands of this barbed wire made a good fence when they were stretched tight between posts. The barbs discouraged cattle from pushing down the fence.

Now the farmers could protect their crops. Barbed wire was shipped to the Great Plains by the trainload. And, as the railroads pushed out on the plains, the farmers had a way to ship their products

to market. In the late 1870's and 1880's, settlers by the thousands moved to the Great Plains.

Sod houses

Most of the people who settled on the Great Plains could not build log cabins. Trees were too scarce. Many farmers used the only building material they could find. This was sod.

The farmers cut the thick mat of grass and roots into large blocks. Usually the blocks were four to six inches thick. They stacked the blocks one upon another to make the walls of the house. For the roof, they used poles or branches which they also covered with sod.

Travelers were often surprised to see young grass and wild flowers growing from the walls and roofs of these houses. A sod house was cool in summer and warm in winter. But it was damp in wet weather. When a heavy rain fell, mud sometimes dropped from the roof on the family below.

Hard and lonely times

Building a house was only one of the many problems a family faced when they first moved out on the Great Plains. The summers brought heat and dust and long spells of dry weather. In a "dry year," when little rain fell, the sun beat down day after day from a cloudless sky. The farmers' wheat and other crops turned brown and died.

Sometimes, in the summers, great clouds of grasshoppers appeared. They ate the crops and every growing plant in sight. When these were gone, the grass-

Barbed wire helped to change the history
of the West.





hoppers even tried to eat the clothes drying on a line.

On the northern plains, winters brought bitter winds and howling blizzards. While a blizzard raged, the settlers could do nothing but huddle around their fires and try to keep warm.

Worst of all was the loneliness of pioneer life on the plains. Most of the settlers had grown up in wooded country. They were used to seeing trees and bushes and living creatures all around them. In this new country, a few trees grew along the river banks, but most of the land was treeless. The empty plains stretched into the distance as far as the eye could see. The nearest neighbor might be several miles away.

Better days

These hard, lonely pioneer times did not last very long for most of the settlers. New railroad lines were built. Roads were improved. Every year new settlers arrived. Villages and towns began to spring up along the railroads and at the places where two roads crossed. Farmers then could drive their families into town to visit with their friends and buy the things they needed. They could buy clothing and food and tools. They could buy lumber to build better houses and churches and schoolhouses.

Early farmers on the Great Plains lived a hard and lonely life—far from the nearest town. They opened up a new frontier in the westward growth of our country.

Perhaps most important of all, the people began to learn better ways of farming on the plains. Water was always a problem. Farmers who lived near a river learned to irrigate their crops. Others began to practice dry-land farming. This means that they spread a blanket of dust over a field that had been plowed. The dust helped to hold the moisture in the soil.

Windmills became a common sight on the plains. They were used by the farmers and stockmen to pump water from deep wells. On the flat plains, there was almost always a breeze to supply the power for pumping.

As the years went by, more of the farmers were able to buy farm machines that were made in the factories farther east. With this new machinery, they could plow and cultivate large farms. They could cut and thresh huge fields of wheat.



The changing West

By 1890, pioneers had settled on the last frontiers of the West. Great stretches of empty land still remained. But from the Mississippi River to the Pacific Ocean, the West was changing rapidly.

Thousands of men and women living in 1890 had watched the West change. They had seen the long lines of wagons that once crossed the plains on the way to Oregon or California. They remembered the huge herds of buffalo and the bitter years of Indian warfare.

In 1890, the old wild West lived only

in the memories of older people. The Indians were on reservations. The buffalo had been killed. Ranches and farms dotted the land. Crops grew behind barbed-wire fences. Freight trains carrying cattle and meat and wheat rumbled across the plains. Villages with schools and churches and stores were growing into towns, and towns were growing into cities.

The last frontiers were being settled. The West had become an important part of a nation that reached from coast to coast. The nation that had started with a few tiny settlements now stretched across the continent.

Thinking about What You Have Learned

1. Before the Spaniards came to the New World, how did the Plains Indians hunt the buffalo and move from place to place?

What great change took place in their way of life after the coming of the Spaniards?

To help you in your discussion, compare the picture on page 290 with the pictures on pages 14 and 16.

2. Other great changes took place in the way of life of these Indians in the 1860's and 1870's. What were some of these changes? What helped to bring them about?

3. If there are Indian reservations in your state, find out where they are and what Indians live there. If you can, find out how the tribes were making a living before they moved to the reservations.

4. Imagine you are a Texas cowboy in the days of the "long drives." Describe

your job and everyday life on a long drive to Abilene.

5. The long drives ended, as the Pony Express did, because a better way of doing the job was found. What better way was found in each case?

6. Name four "railroad cities" that became important meat-packing centers.

7. How did the invention of barbed wire help people settle on the Great Plains?


8. Explain why many families built sod houses, rather than log cabins, when they moved out on to the Great Plains.

9. In 1890, when pioneers had settled on the last frontiers of the West, how many years had passed since George Washington was made President? If you need to, look again at the story on page 196.

By 1890, about how many years had passed since Columbus discovered America?



23 AMERICAN LANDS BEYOND THE STATES



The United States did not stop growing after settlers moved out on the last frontiers of the West. Restless Americans continued to push on to new lands. Some went to the far north. Others sailed west into the Pacific. Still others turned south to lands in and around the Caribbean Sea.

By the early 1900's, the American flag flew over Alaska, Hawaii, the Philippines, and a number of small islands in the Pacific. The United States also had gained control of the Panama Canal Zone and Puerto Rico. In 1917, the United States bought the Virgin Islands.

All of these lands, except the Philippines, are American lands today. On July 4, 1946, the Philippines became a free and independent country.

Coming into the harbor at Juneau, Alaska



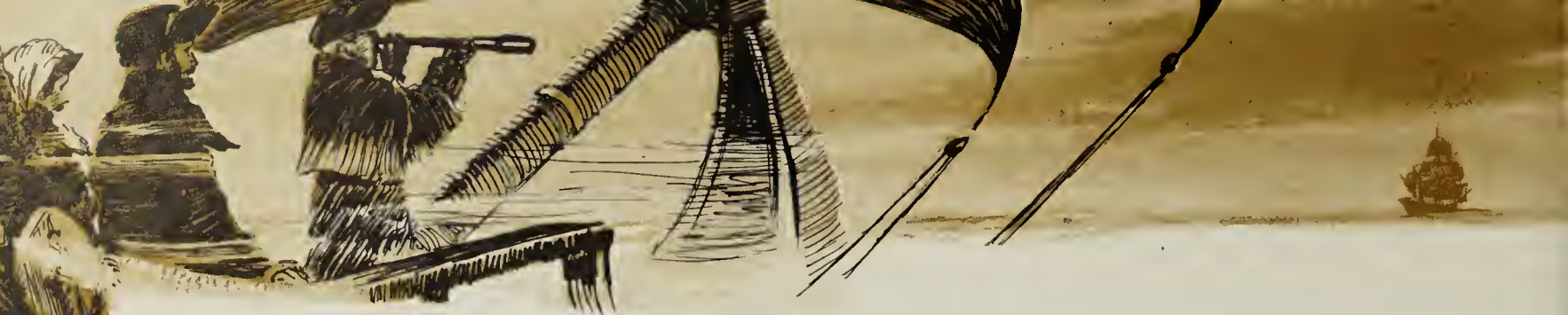
Great changes have taken place, and are still taking place, in the "American lands beyond the States." This is part of the story of how these lands were discovered, and how in time they became a part of the United States.

A Rich Northern Land

In the summer of 1728, Vitus Bering, a Danish sea captain, sailed northward along the coast of Asia into the waters we call Bering Sea. South of him lay the vast Pacific. Bering had joined the Russian navy. He was sent by the Russian ruler to discover whether Asia and America were separated by water, or joined together by land.

Keeping close to the coast of Asia, Bering sailed through the waterway called Bering Strait and into the Arctic Ocean. Before turning back, he decided that Asia and America were not connected. He and his men were the first Europeans to sail a ship through the narrow strait that separates the two continents.

Thirteen years later, in 1741, Bering sailed again. He had two ships, the "St. Peter" and "St. Paul." Captain Bering, in



Vitus Bering discovers Alaska.

the "St. Peter," reached an island near the southern coast of what is now Alaska. The men in the "St. Paul" explored the coast for many miles. All of that vast land was claimed for Russia.

Before long, Russian fur traders and missionaries began to move into what they called "Russian America." They built trading posts and churches. They traded with the Indians, Aleuts, and Eskimos. The Aleuts called their land A-las-ka or perhaps Alakhshak, meaning "the great country." Our word, Alaska, probably comes from this name.

The United States buys Alaska

There were never very many Europeans in "Russian America." As the years passed, a few Englishmen and Americans came there to trade. Then, in 1867, the Russians offered to sell "the great country" to the United States.

William H. Seward, the American Secretary of State, was delighted. He agreed to pay Russia \$7,200,000. After much argument, the Senate approved the treaty and Congress voted the money.

A great many Americans were not at all pleased when they heard what their government had done. "What a waste of money!" the people said. They called Alaska "Seward's Folly" or "Seward's Icebox."

The truth was that few people knew

anything about Alaska in 1867. Seward had bought a land that was more than twice as big as Texas. More important still, it was a land of riches, as Americans discovered later.

The Klondike gold rush

In 1896, gold was discovered in a creek that flows into the Klondike River, a tributary of the Yukon. The discovery took place in a remote region of Canada, near the border between Alaska and Canada. When the news finally reached the United States, the names "Klondike" and "Yukon" became magic words.

Tens of thousands of men rushed to the Klondike, just as men had rushed to California in 1849. Most of the "prospectors" sailed from Seattle which became a boom town. They sailed beyond Juneau, now the capital of Alaska, and landed at Skagway which was the gateway to the gold fields.

A trail led northward, winding through the wilderness for nearly six hundred miles. Hundreds of men died on the trail, but many thousands reached the Klondike. They roamed through the wild and rugged country, seeking their fortunes. Mining towns of tents and shacks appeared almost overnight.

A few of the prospectors made quick fortunes. But many found no gold. Those who returned to "the States" told of a

vast and beautiful country, a treasure house of fish and furs and timber and gold. Americans began to learn what Alaska was like.

A growing part of the United States

Alaska sometimes is called our "last frontier." It has been growing rapidly in recent years. In 1940, about 72,000 people lived in Alaska. By 1950, the number had increased to nearly 130,000. Most of these Americans are the children or grandchildren of people who moved to Alaska from "the States." There are also many Eskimos, Indians, and Aleuts.

The citizens of Alaska are citizens of the United States. They vote for senators and representatives who meet at Juneau, the capital. They have built schools and churches in the growing towns. Near Fairbanks, they have built the University of Alaska. Through the years, the people have worked toward the time when Alaska might become a state.

Since the American flag was first raised over Alaska, millions of dollars' worth of fish, minerals, and furs have been shipped

to "the States." Thousands of cans of salmon are turned out by the canneries. Gold is still the most valuable mineral, although many other minerals are mined today.

The great forests of Alaska are in the southeastern part of the country. Logging and lumbering are carried on, but millions of acres of forest land have never been touched. In the south are fertile valleys where farmers raise dairy herds and supply milk and butter to nearby towns.

Alaska lies at the crossroads between Asia and North America. During World War II, it became an important outpost in the defense system of the United States.

In very early times, men of the Stone Age crossed from Asia at this place. Now Alaska lies in the path of air routes between the Old World and the New.

Airlines and shipping lines link Alaska to "the States." And after the Alaska Highway was built across Canada, the United States was connected by road with "the great country" in the north.

The trail to the Klondike





The Hawaiian Islands

The Hawaiian Islands lie far out in the Pacific Ocean, more than 2,000 miles southwest of California. Captain James Cook, the Englishman who discovered the Islands, was on his way to Bering Strait in search of a passage around North America.

Captain Cook discovers the Islands

Captain Cook was on his third exploring trip in the Pacific when he came upon the Islands quite by accident. This was in 1778. When he landed, the Islanders welcomed him as a god. He traded with the people and took on supplies of fresh food and water. Then he headed north toward the Arctic.

Cook named the Islands after the Earl of Sandwich, and they were known as the Sandwich Islands for many years.

The people, themselves, called their land Owyhee, meaning "Big Island." Our word Hawaii comes from this name.

After Captain Cook's visit, the Islands became a crossroads in the Pacific. Merchant ships bound for China stopped to take on food and water. Whaling vessels stopped on their way to the Arctic Ocean. Many of these ships were from New England. The Yankee captains and crews learned to know the Islands well. They brought back stories that interested missionaries and traders.

Missionaries and settlers arrive

The first company of missionaries from New England reached the Islands in the year 1820. Others soon followed. There were ministers, teachers, doctors, and printers.



AMERICAN LANDS IN THE CARIBBEAN AREA

Puerto Rico and the tiny Virgin Islands are American lands in the warm Caribbean Sea. The United States also controls a narrow strip of land on either side of the Panama Canal.

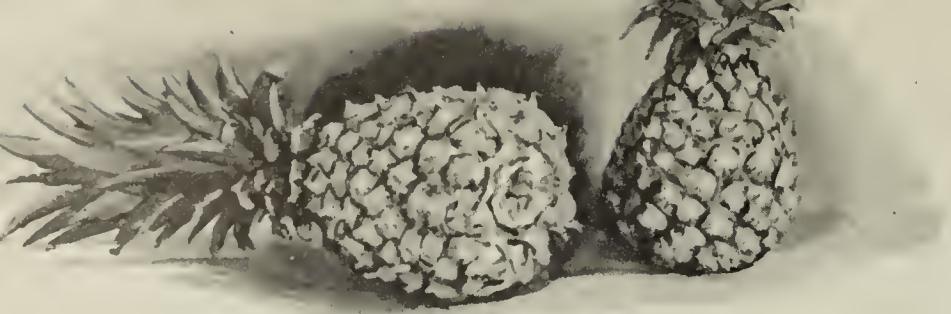
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The missionaries built schools and churches. Some of them learned the language of the Islanders and found a way to write it down. The Islanders were eager to learn. Within a few years, the first textbook was printed in the people's own language. The Bible was printed, and newspapers were published.

The kings who ruled the Islands granted land to the Americans. Treaties were made between the kings and the

United States. One of these treaties gave Pearl Harbor to the United States. Others encouraged trade. There was a big market for sugar in "the States," and many Americans became sugar planters.

Then, in 1891, Queen Liliuokalani came to the throne. Trouble broke out when she tried to put an end to American influence. Hawaii was made a Republic and finally, in 1898, it became a part of the United States.



The Hawaiian Islands today

These rich lands far out in the Pacific Ocean are an important part of the American nation. More than half a million people now live on the Islands. Many are the children or grandchildren of settlers from "the States." Many others belong to families that came from Japan, China, or the Philippine Islands. Still others are descended from the people who were living on the Islands at the time of Captain Cook. All who are born on the Islands are American citizens.

Each year, the Islands ship millions of dollars' worth of sugar and pineapples to the mainland. Many people find work on the sugar plantations and in the pineapple canning factories.

Ships and airplanes on their way to and from the Far East have made Hawaii a busy crossroads of travel and trade. Thousands of tourists visit the Islands, attracted

by the mild climate and sunny beaches.

The Hawaiian Islands have become an important outpost of American defense in the Pacific. Warships move in and out of the naval base at Pearl Harbor. After the Japanese attack on Pearl Harbor in 1941, the United States declared war on Japan and entered World War II.

Beyond Hawaii, the American flag flies over a number of smaller islands, including Midway, Wake, Guam, and American Samoa. These islands serve as "stepping stones" for ships and planes on the way to the Philippines or Australia. It is believed that Magellan stopped at Guam on his great voyage around the world.

The Hawaiian Islands were once one of America's frontiers. Through the years, the people have built farms and cities, schools and churches. Thousands of young people study at the University of Hawaii at Honolulu, the capital. The people elect their own senators and representatives who meet at Honolulu. As in Alaska, the people have looked forward to the time when Hawaii might become a state.

Students from East and West meet on the campus of the University of Hawaii.



The Commonwealth of Puerto Rico

The year 1898 was an important one in American history. It was then that the American flag was raised over Hawaii. And it was then that the United States went to war with Spain.

The war did not last long. Spain was defeated within a few months. A treaty was signed that gave to the United States a number of Spanish possessions. Among them were Puerto Rico and the Philippine Islands. The people of the Philippines were promised independence, and in 1946 the islands became a Republic.

A Spanish stronghold

Puerto Rico has one of the oldest and most colorful histories of all the lands under the American flag. It was discovered by Columbus in 1493 on his second voyage to the New World. A few years later, Ponce de León became the island's first governor.

This small island lies near the easternmost end of the West Indies, at the gateway to the Caribbean Sea. The Caribbean washes its southern shores. The Atlantic Ocean rolls away to the north.

On the northern coast is a beautiful harbor where San Juan, the capital, now stands. To protect this harbor, the Spaniards built a string of mighty forts. There, for several hundred years, Spanish soldiers stood guard over the island. Under the guns of the forts, Spanish warships lay at anchor. Sir Francis Drake once tried to capture these forts but failed. The island remained Spain's mightiest stronghold in the New World.

Puerto Rico today

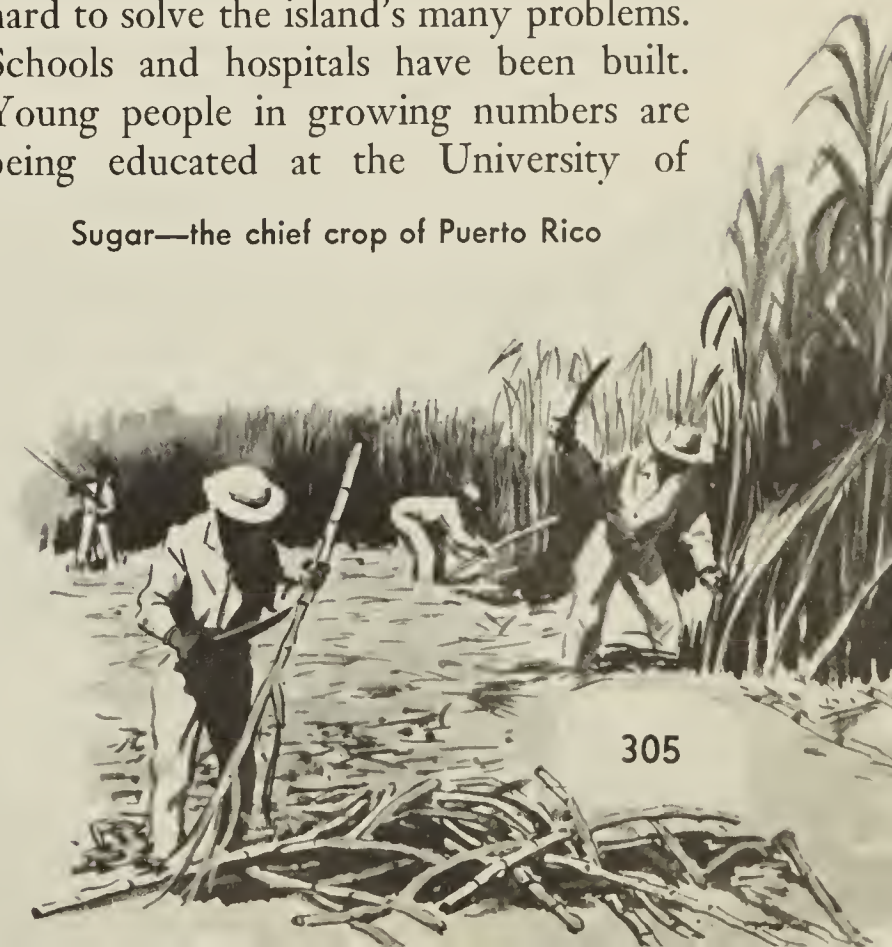
Like many other parts of the world, Puerto Rico faces the problem of too many people and too little land. The island is only about 100 miles long and 35 miles wide. Back from the coast, most of the land is mountainous. Yet more than 2,000,000 people are trying to make a living on the island today.

Many of the people live on small farms or work on large sugar plantations. Each year, millions of dollars' worth of sugar and molasses are shipped to "the States." Many others work in the factories that are being built in growing numbers.

Large numbers of Puerto Ricans leave the island each year to live in continental United States. Many come by air and settle in New York City. Fast air travel has also increased the number of tourists who visit the island. A pleasant sunny climate attracts many visitors.

The people of Puerto Rico and the United States government are working hard to solve the island's many problems. Schools and hospitals have been built. Young people in growing numbers are being educated at the University of

Sugar—the chief crop of Puerto Rico



Puerto Rico. In 1952, the island proudly became a Commonwealth. This means that the people, themselves, have the right to elect their own governor and their senators and representatives.

Like Alaska and Hawaii, Puerto Rico plays an important part in the defense system of the United States. Standing at the gateway to the Caribbean Sea, it helps guard the way to the Panama Canal.

The Panama Canal

For years, men dreamed of building a canal to connect the Caribbean Sea and Pacific Ocean. Then, in the late 1800's, a French company began work on a canal across the narrow isthmus of Panama. Many of the men died of yellow fever.

The United States builds the Panama Canal

In 1903, the United States signed a treaty with Panama for a strip of land about ten miles wide. The strip reached from sea to sea. This was the Canal Zone. For \$10,000,000 and payments each year, the United States received the right to build and operate a canal.

The first problem to be solved was that of yellow fever and other diseases. Much of the Canal Zone was a steaming tropical

Building the Panama Canal was one of the great feats of engineering of all time.

jungle. Clouds of mosquitoes rose up from the swamps. The mosquitoes carried disease from one worker to another.

Colonel William C. Gorgas, an army doctor, solved the problem. He cleared away jungle and drained swamps. Oil was spread on the pools of water. In these and other ways, Gorgas got rid of the deadly fevers.

Even then, it took years of hard work to build the canal. An army engineer, Colonel George W. Goethals, was in charge of the work. If the land had been flat, his job would have been easier. But the canal had to be cut through a chain of hills that are part of the great mountain system reaching from Alaska to Cape Horn.

Locks were built so that ships could be "lifted" up from the level of the sea and



then lowered again. The locks had to be big enough to hold battleships and ocean liners.

Finally, in 1914, the Panama Canal was opened. Ships could travel fifty miles through the Canal and avoid the long voyage around Cape Horn. On a trip from New York to San Francisco, a ship could save more than 5,000 miles.

To help guard the way to the Canal, the United States bought the Virgin Islands from Denmark. Like Puerto Rico, these islands lie near the eastern gateway to the Caribbean Sea.

Through two world wars, the Panama Canal has been a "life line of the nation." The Canal has also played an important part in the growth of world-wide trade.

Many Peoples—One Nation

There is nothing in all human history to compare with the growth of the American nation.

In 1607, the English built their first permanent colony at Jamestown in Virginia. In 1620, the Pilgrims built Plymouth in New England. The Spanish had already settled in Florida. These tiny settlements stood at the edge of a vast wilderness that stretched for more than 2,000 miles to the Pacific Ocean.

During the next three hundred years, settlers came by the shipload to the shores of the New World. They built farms and towns and cities along the Atlantic coast and then pushed westward. Pioneers and

children of pioneers built homes in the forests and the mountain valleys and on the plains. They moved northward into Alaska, westward to islands in the Pacific, and southward into the Caribbean.

By the early 1900's, the American flag flew over many different peoples—Indians and Eskimos, people of the Philippines, Hawaiians, and Chinese and Japanese who had moved to Hawaii. It flew over people from every nation in Europe, and the sons and daughters of these people.

The flag was a symbol to all of these people. It meant that they were all Americans. Together, they had built a new nation.

Thinking about What You Have Learned

1. What differences can you point out between Alaska and the Hawaiian Islands?

Both are valuable and important parts of the United States. Explain why.

2. When Captain Cook discovered the Hawaiian Islands in 1778, what important events were happening in the American colonies at about this same time?

3. Imagine you are living in an American community in 1867. You and your neigh-

bors have just learned about the purchase of Alaska. Dramatize a short scene in which the members of the group discuss this action of your government.

4. What things helped to make the building of the Panama Canal so difficult? Use the picture on page 306 to help you.

5. On a classroom globe, show why the Panama Canal has played an important part in the development of world-wide trade.



24 NEIGHBORS to the NORTH and SOUTH

The United States is only one of twenty-two different nations in the New World. These lands, like our own, were explored and settled by men and women from the Old World.

To the north of the United States lies Canada. To the south, we have not one

neighbor, but many. These are the twenty nations of Latin America. These countries and Canada have a story that is in many ways like that of our own country. But there are differences, too. Each nation in the New World grew to be somewhat different from all the others.

Our Neighbor to the North

The boundary line between the United States and Canada stretches for more than 3,000 miles from the Atlantic Ocean to the Pacific. People move back and forth across this boundary every day. Some visit friends and relatives. Others travel on business, and still others are tourists. Millions of tourists cross the boundary every year to see what the neighboring country is like.

For hundreds of miles, the boundary follows the Great Lakes. Farther west, it

runs straight and true to the coast. It cuts through forests and plains and mountains. The country bordering the "line" is the same on either side. The farms and villages, the towns and cities look much alike. The people live in much the same way.

Most interesting of all, this is the longest unfortified boundary in the world. There are no forts with cannon pointing across the line. For nearly one hundred fifty years, Americans and Canadians have lived as friends and neighbors.

A big country

Canada is a big country. It is larger than the United States and Alaska together. It covers almost half of North America. Yet it has only about 14,000,000 people.

Nearly all of the people live in the southern part of the country. Nine out of every ten Canadians live within two hundreds miles of the southern border. This is not surprising since much of northern Canada has short, cool summers and long, cold winters.

In the East, along the St. Lawrence River, many of the people are descended from the early French settlers. Their farms and villages line the river. Some of the radio stations broadcast in French and in English. Some of the newspapers are in French. In Montreal and Quebec, many of the signs are printed in both French and English.

But most Canadians, like most Americans, are English-speaking people. Nearly half of all the Canadians are descended from men and women from the British Isles. Many of these people moved from the United States at the time of the Revolutionary War. Other Canadians are descended from settlers who came from various countries in Europe. A few are Indians. Their ancestors roamed the forests and fished the lakes and streams long before the first Europeans came to the New World.

An independent nation

The first Europeans to build permanent settlements in what is now Canada were, of course, the French. For more than two

hundred years, the colonies along the St. Lawrence River belonged to France. Then, in 1763, they came under English rule.

This was just before the Revolutionary War. During the war, these northern colonies remained loyal to the King of England. When the thirteen American colonies declared their independence, the northern colonies did not join them. But, like the Americans, the people wanted to govern themselves. England wisely gave them this power. By 1867, the Canadian people were running their own government.

Canada is today an independent nation. It is divided into *provinces* which are somewhat like the states in the United States. Each province has its own government and its own capital.

The capital of the country is at Ottawa. Here the central government makes the laws for the entire country. Like the government of the United States, it has the power to declare war and make peace.

The language, and many of the customs, of the original French settlers live on in modern Quebec.



OUR NORTHERN NEIGHBOR



When the Canadians won their independence from England, they did not break all their ties with the mother country. By their own choice, they still pledge their loyalty to the King or Queen. They belong to the Commonwealth of Nations, formerly called the British Commonwealth of Nations. This is a group of free and equal countries, including Britain, Australia, and New Zealand.

Moving westward

From the earliest days, Canadian pioneers moved steadily westward. Just as in the United States, explorers and fur traders led the way. Among the greatest of the explorers was Sir Alexander Mackenzie, who crossed the Canadian Rockies in 1793 and reached the Pacific Ocean.

Other explorers and traders followed in his footsteps. While the United States was still a young nation, the Hudson's Bay Company was carrying on a lively

fur trade in the Oregon country and western Canada.

Settlers followed the fur traders westward. Like the American pioneers, the Canadians settled on small farms near the rivers. Then railroads began to push westward. In 1885, the Canadian Pacific Railway reached the Pacific coast. The last spike was driven into place just sixteen years after the first transcontinental railroad was built across the United States.

The Canadian Pacific opened up huge empty spaces to settlement. Settlers raised cattle and wheat on the Great Plains, just as Americans were doing across the border. Lumbermen cut timber in the vast forests of the West.

Many things in common

Canadians and Americans have much in common. In many ways, their history has been the same. Pioneers in both countries pushed westward from the Atlantic

to the Pacific. The people live today in much the same way. They share a common language. They trade with one another. Indeed, Canada's trade with the United States is much greater than her trade with any other country.

The people of both countries believe in democracy. They both believe that men and women have the right to be free and to govern themselves. Every year the ties between Canada and the United States grow closer.

Neighbors to the South

The Pan American building is one of the most beautiful in the city of Washington, D.C. People from many parts of the world visit it every day. This is what the builders hoped would happen. For the building reminds visitors that there are many different nations in the New World. It reminds all the people of all the countries that they can live together as neighbors.

Twenty-one American republics belong to the Pan American Union. These include the United States and the countries of Latin America, stretching from the Rio Grande to Cape Horn.

Each Latin American nation has its own government, its own flag, its own money and schools and postal system and army. Like their neighbors to the north, the citizens are proud of their nations. They do not speak of themselves as "Latin Americans." Rather, people in Brazil call themselves Brazilians. Those in Mexico call themselves Mexicans, and so on.

In many of these countries, the people had to fight to win their independence, just as our ancestors did in the Revolu-

Neighbors from many countries meet and work together in the Pan American Building.





tionary War. For in earlier days, most of these lands were colonies of Spain or Portugal.

From colonies to free countries

The first Europeans to settle south of the Rio Grande came from Spain and Portugal. Soon after Columbus sailed to the New World, Spaniards began to settle in the West Indies and in countries we now call Mexico, Panama, Peru, Argentina, and many others. Meanwhile, men from Portugal were building settlements in the immense land now called Brazil.

The first settlers did not find the land empty. They shared it with many thousands of Indians who were already living there. Terrible battles were fought. Large numbers of the Indians were killed, or died from sickness and hardship, before they were conquered. As the years passed, however, many of the Indians married Spaniards or Portuguese. Their children,

called mestizos, became an important part of the population of Latin America.

The early settlers also brought large numbers of Negroes from Africa. Negroes and Indians did much of the heavy work. They cleared land for farms and plantations, and planted and harvested the crops. They worked in the silver mines and gold mines, and loaded ships bound for Spain or Portugal.

For more than three hundred years, Spain and Portugal ruled their colonies from overseas. The colonists could not make their own laws. They could not trade except with their mother country.

As we know, in 1775, the people in thirteen English colonies to the north began to fight the American Revolution. In 1776, they wrote their Declaration of Independence. They united to form a new nation, the United States of America. After they had won their war against England, they wrote the Constitution and started a new government with George Washington as President.

People in Latin America took courage from this example. Soon they, too, began their fight for independence. Many of the people lost their lives. But the colonists did not give up. Under leaders like Simón Bolívar and San Martín, they kept on fighting.

By 1825, most of the colonies had won their independence. The people began to form new governments. They wanted to vote and make their own laws, as Americans were doing farther north. The men who wrote the constitutions for the new governments modeled them after the Constitution of the United States.

Growing and building

Like the United States, Latin America is a mixture of many different peoples. Through the years, it has become a "melting pot."

After the new governments were started, settlers from Europe began to pour into the new nations. Thousands came from Italy, Germany, and many other countries to build new homes and find a better life in the New World.

Today, more than 160,000,000 people live in the countries south of the Rio Grande. This is about the same as the population of the United States. Millions of these people are descended from the early Spanish and Portuguese settlers. Millions are Indians, mestizos, and Negroes. Spanish is the language spoken in most of the countries. In Brazil, the people speak Portuguese.

In Latin America, as in Canada, there are still huge areas of empty country. But there are also thousands of small farming villages and a large number of big cities. The largest is Buenos Aires, capital of

Argentina. With a population of more than 3,000,000, it is the third largest city on the American continents. It is a great shipping port for meat and grain, and an important railroad and airline center.

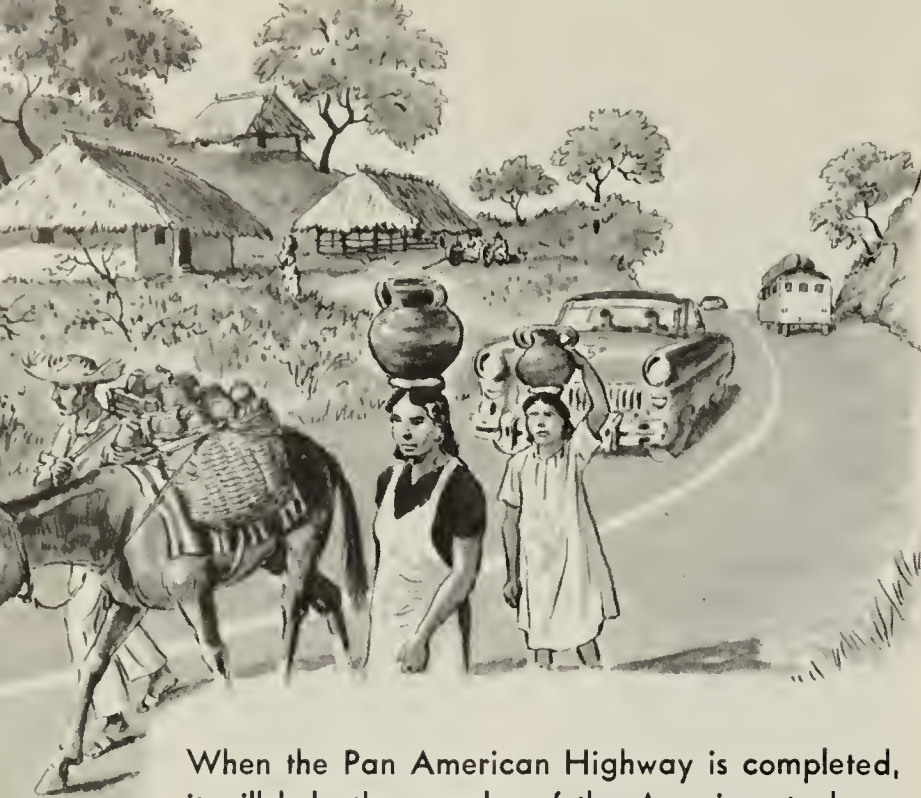
All of the big cities of Latin America grew up as centers of trade and transportation. Many of them are very beautiful, with tree-lined streets, old walled gardens, and modern buildings. One of the most beautiful cities in the world is Rio de Janeiro, the capital of Brazil. Another is Mexico City, known simply as "Mexico" by the people of that country.

Mexico City is older than any of the cities in the United States and Canada. It was old before Columbus discovered America. There the Aztec rulers lived in splendor. And there, in recent times, the Mexicans have built modern apartment houses and hotels, fine government buildings, and schools.

It is not surprising that thousands of Americans travel to Mexico every year. Many drive their cars or go by bus, fol-

One of the world's finest harbors helped to make Rio de Janeiro a great and prosperous city.





When the Pan American Highway is completed, it will help the peoples of the Americas to know one another better and to become even better neighbors.

Following the Pan American Highway. Along the way, they see much that is old and much that is new. They pass through cities and also tiny farming villages, like the one shown in the picture.

Businessmen as well as tourists travel back and forth between the United States and the countries of Latin America. Cargo

ships and planes carry on a lively trade. People in Latin America buy automobiles, farm machinery, factory machinery, and many other kinds of goods made in the United States. In exchange, they sell the products of their farms and mines and pasture lands.

Mexico still leads the world in the mining of silver, just as it did in the days of the Spanish conquerors. Chile exports huge quantities of copper. Bolivia exports tin and Venezuela, oil. Brazil is the world's greatest coffee producer. These are only a few of the products sold by Latin American countries in the world market. The United States and Canada are among their "good customers."

Trading back and forth is just one of many ties that help to unite the nations of the New World. And binding them together is the dream of a new world in which many different nations and peoples can live together as good neighbors.

Thinking about What You Have Learned

1. Describe the boundary line between the United States and Canada. In what way is this boundary line very different from other boundaries in the world today?

2. In what part of Canada do a large number of the people speak French? How do you account for this?

3. Tell how the following pairs of words are alike: *Washington, D.C.* and *Ottawa*. *States* and *provinces*.

4. Name at least four things that Canada and the United States have in common.

5. In what ways did the people of the United States in 1776 serve as an example for the peoples of Latin America?

6. Using a reference book, read the story

of the Canadian explorer, Sir Alexander Mackenzie, or the story of Simón Bolívar, the "Liberator of South America." Think carefully about the story you read and plan a report to the class.

7. Work with other members of your class to arrange on the bulletin board pictures and clippings of current events in the countries of our neighbors to the north and south.

8. In the picture at the top of this page, point out all the things that show "old" ways of life.

Name the things that show modern ways of living. What highway is shown in this picture?



What We Have Built

The story of America is, in large part, the story of pioneers moving westward across the country. Often they paused, as the pioneer in the picture is doing, to try to look into the future. They tried to imagine what the country would look like in ten more years. In fifty years. In two hundred years. They could imagine farms and villages where the forests now stood. They could imagine churches and schools. But not one among them could possibly imagine the kind of country their children's children would build.

The builders of America have faced many problems. Even since 1900, Americans have fought two terrible world wars. They have fought still another terrible war in Korea. And they have suffered from a world-wide depression. During the 1930's, millions of Americans, like millions of people in other lands, were out of work.

But in spite of discouragements, the American people have continued to build. Through the years they have learned better ways of working. They have learned better ways of living. They have learned to share the duties as well as the rights of free men.

In the last two chapters of this book we are going to look at some of the things the American people have built. We are going to look at the country that earlier Americans could not picture even in their imaginations. We are going to look at America today.

25 BETTER WAYS of WORKING

Many People from Many Lands

By 1900, many people from many lands had settled in America. Through the years, these people had built farms and villages and cities across the whole breadth of the country. They had conquered the wilderness "from sea to shining sea." They had come, most of them, because of a dream. It is sometimes called "the American dream."

The people in the picture at the bottom of this page had "the American dream" in their minds. These people lived in a mountain valley in Norway. It was a beautiful valley. But good farm land was scarce. A family could own only a little. Many of the younger people had left the valley. They had moved to America. There they could find plenty of good, cheap land.

The man in the picture is reading a

letter from a sister in America. In this letter the young woman told about her trip to the New World.

She told of her sadness at the last sight of Norway. "It's far in the distance like a blue mist . . . nothing more," she wrote. "I am heavy-hearted." But the sadness did not last. She and her husband soon settled on a farm. It is in a state called "Iowa," she wrote, "which is an Indian name for 'the beautiful land.'"

In later years, she wrote other letters. Her children were going to school. Her husband was an official in the church and had been elected to a post in the town government. The farm was doing well. She missed Norway, but she loved her new homeland.

Sometimes people sang songs about the distant land they had never seen. Here

Stories of a New World, told in a mountain valley in Norway





Italian families set sail with high hopes for the New World.

are several lines from one of the songs:

When pointed icicles cling to eaves
And snow goes swirling above the leaves,
When through my kitchen the cold winds
blow,
To the Mississippi I fain would go.
The grass springs up, turning into hay,
Your crop you cut in a single day,
Enough to last all the winter through—
America is the land for you.*

Letters and songs of this kind interested the young people of Norway and other countries. The American dream captured their imaginations.

The people in the picture above are boarding a ship in Italy. They have come from sunny hillside farms, from small villages, and from large cities. The ship they are boarding will carry them to new homes in the New World.

And so they came through the years, people from many lands in search of a better way of life in America. About one million came from Norway. More than ten million came from Italy. Millions of

* From *Grass Roots History*, by Theodore C. Blegen, copyright 1947 by University of Chicago Press.

others came from the British Isles, from Germany, and many other countries.

Most of the immigrants landed in New York. For many of them, one of the first sights they saw was the Statue of Liberty. It stood at the gateway to the New World. Its flaming torch reached upward. It reminded the immigrants of the dream that had led them to America—freedom, justice, and a better way of life.

These people from many lands built the America we know today. We and our sons and daughters will continue to build, for the story of America goes on.





Burning coal for power

Power Helps to Build America

Power-driven machines have played a big part in America's history. Without them we could not have built the country in which we now live.

Steam

It was nearly one hundred and fifty years after the Pilgrims landed that men first learned to make important use of the power of steam. Before long, in both

the Old World and the New, steam was doing more and more of man's work. Steam engines were driving machines in factories. Steamships were hauling passengers and freight along rivers, on lakes, and back and forth across the oceans. Steam locomotives were pulling trains between the growing towns and cities.

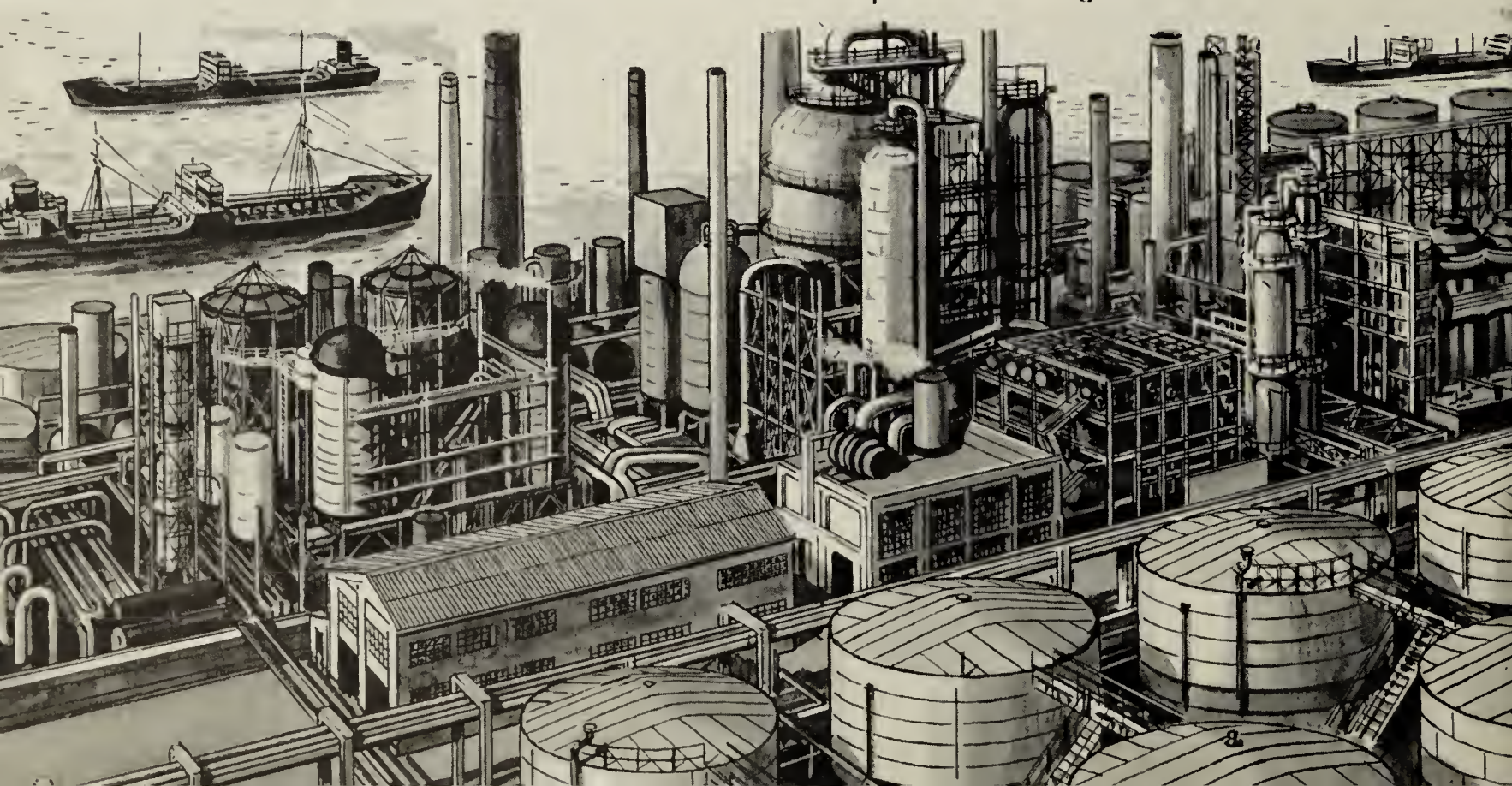
For many years, steam was the most important source of power for factories and trains and ships. Then men learned how to use oil as a source of power.

Oil

The oil refinery shown in the picture at the bottom of this page is located in Pennsylvania at Marcus Hook on the Delaware River. This is only one of hundreds of refineries in the United States. In these refineries, oil from the oil wells is changed into gasoline and into many other useful products.

The oil is carried to refineries in tank ships and in long trains of tank cars. It is also pumped through pipelines from wells as far away as Texas.

Oil refineries like this one have helped America to grow.



Today, Americans use many times as much oil as they used in 1900. Fuel oil is used to heat homes, stores, and other buildings. It is burned in the diesel engines now used in many factories, and in thousands of buses, trucks, and locomotives.

Nearly all ships now use oil for fuel. Gasoline provides power for the nation's automobiles, for buses, trucks, tractors, and for the passenger and cargo planes that flash through the sky.

Electricity

Electricity, like oil, is a much newer source of power than steam. About three-quarters of the electricity used today is generated by steam engines. The steam for these engines is produced by coal or oil or natural gas. The rest of our electricity is generated by falling water.

The picture below shows the Taneycomo Dam in the White River country of Missouri. Water from this dam plunges through huge pipes and turns the machinery that generates the electricity.

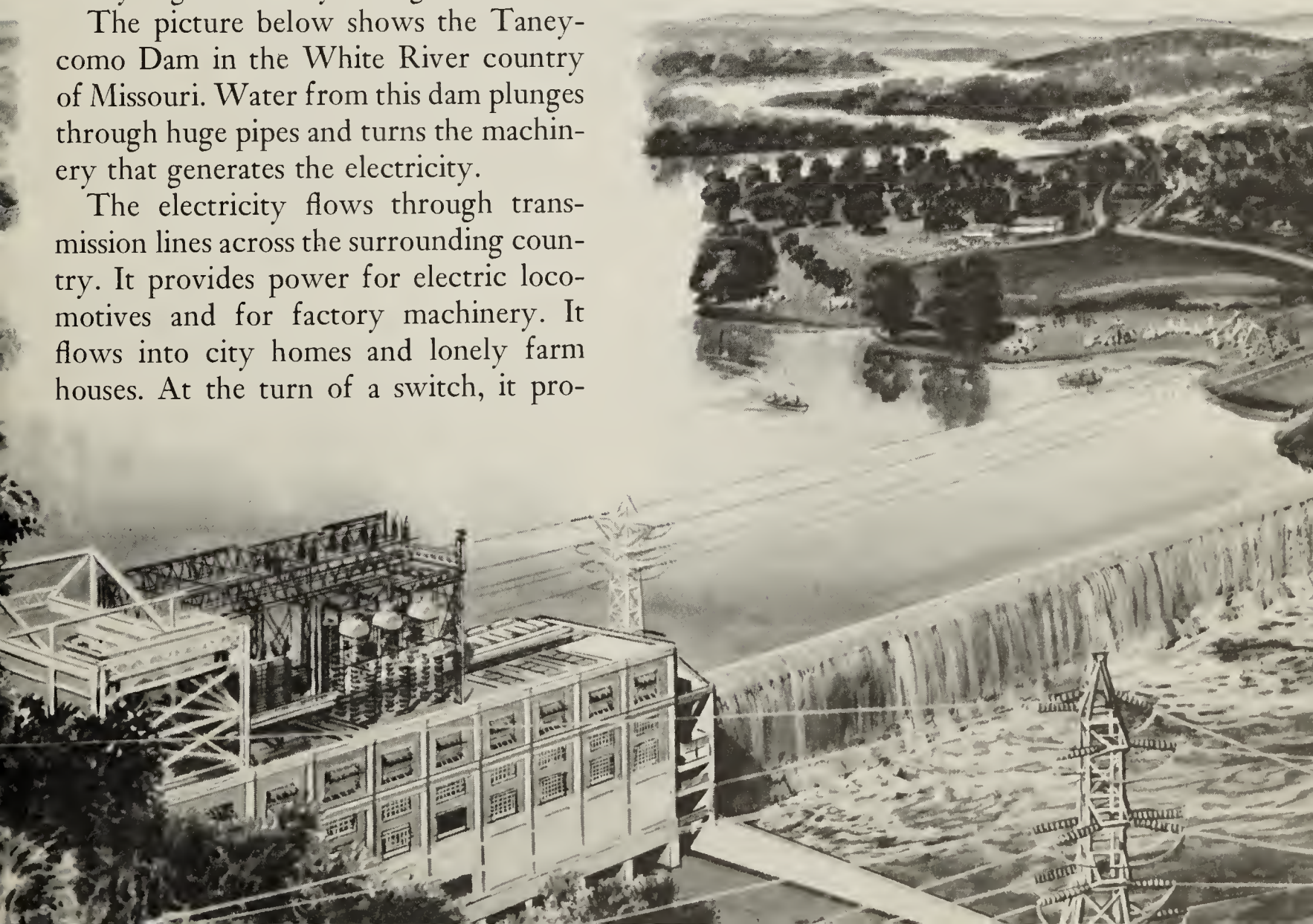
The electricity flows through transmission lines across the surrounding country. It provides power for electric locomotives and for factory machinery. It flows into city homes and lonely farm houses. At the turn of a switch, it pro-

vides light, heat, and power. It pumps water, toasts bread, and operates television sets and vacuum cleaners.

Some day, we shall use atomic energy for peacetime purposes. But until that time comes, steam, oil, and electricity probably will remain our most important sources of power.

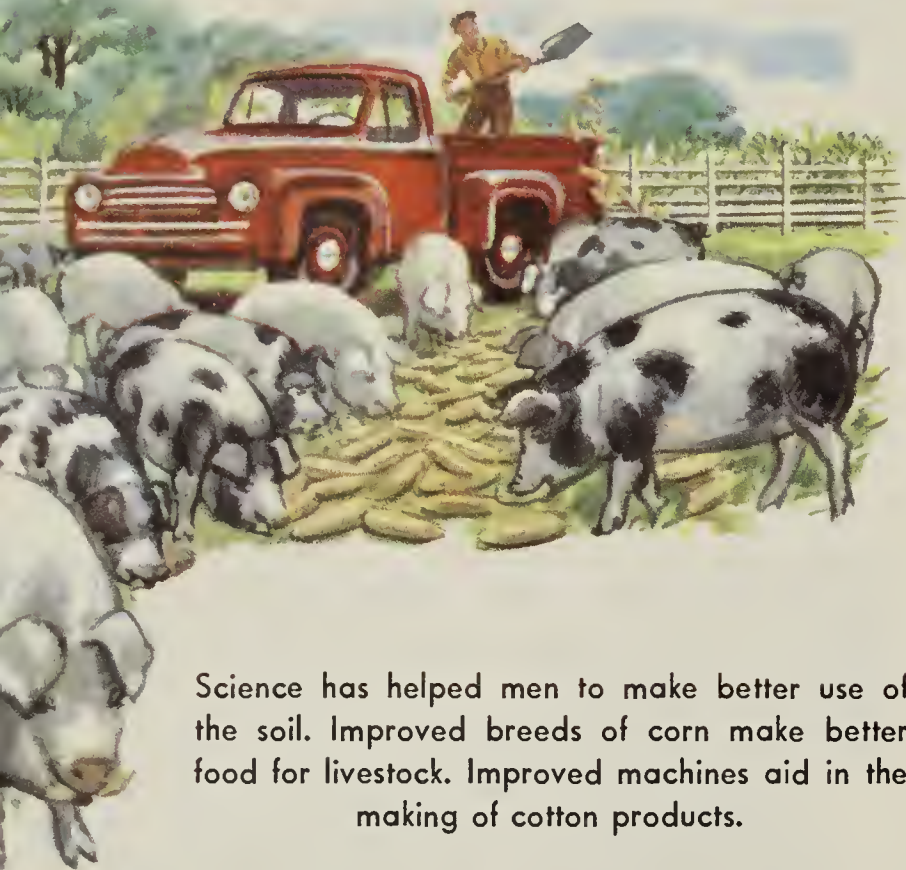
These new sources of power make life easier and better for all of us. With an electric washing machine, a housewife can easily do in one hour work that used to take her half a day. With a tractor a farmer can easily plough a ten-acre field in less than half the time it used to take him with a six-horse team.

Powerful machines, as well as people from many lands, have helped to build America.

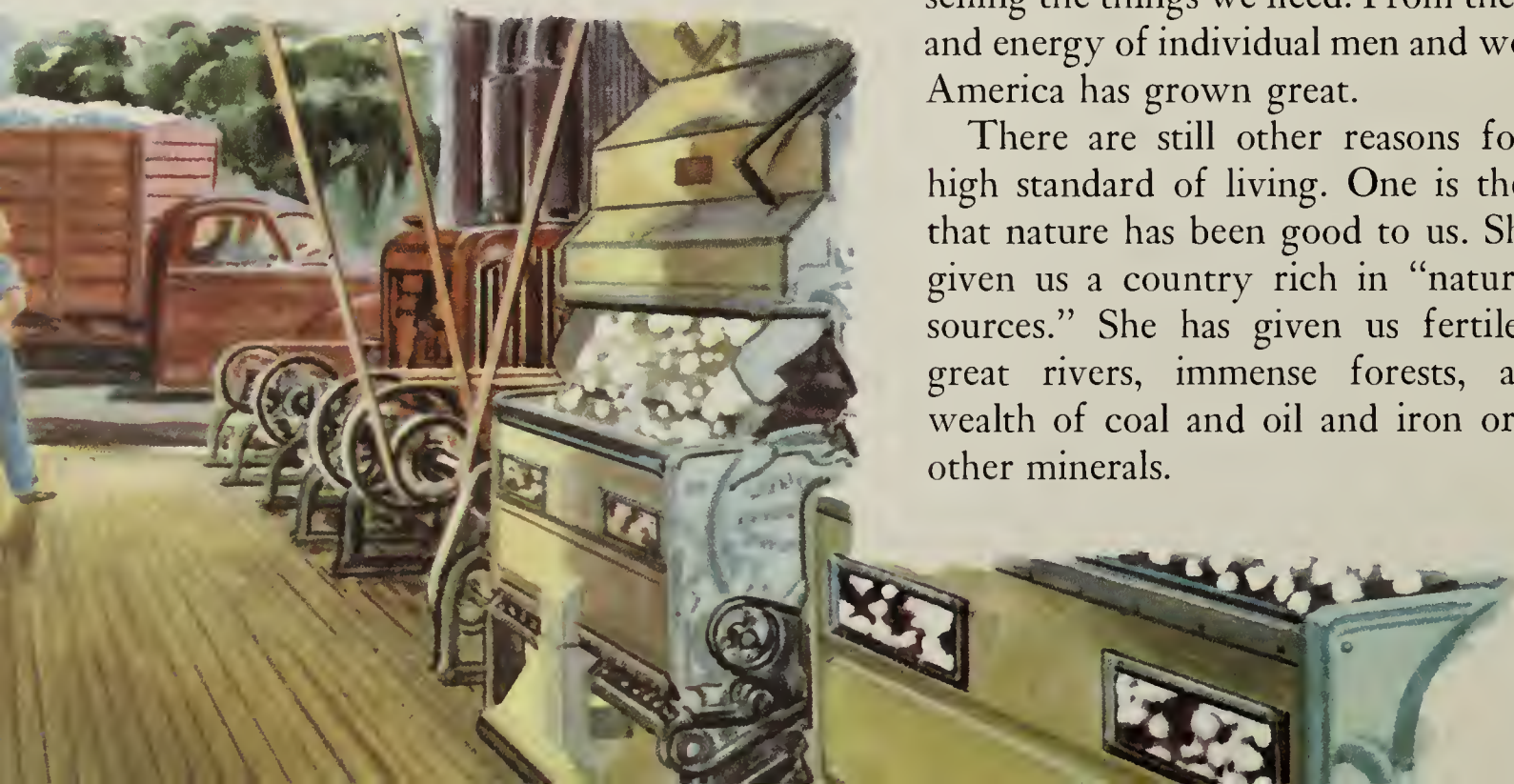


Natural Resources Help to Build America

In many ways, Americans live more comfortably than many other peoples on the earth. We have more food and clothing. We have more luxuries. We have more time in which to enjoy the good things of life. In few other countries do the people enjoy such a high standard of living.



Science has helped men to make better use of the soil. Improved breeds of corn make better food for livestock. Improved machines aid in the making of cotton products.



What is the reason for our good fortune? For one thing, the people who settled in America were hard workers. They came to this country to build, and they built well. But people in other countries are also hard workers, so this is not the only reason we are so well off.

Another reason is that Americans believe strongly in the best possible education for everyone. But some other countries also have good school systems, so this, too, is not the only reason for our high standard of living.

Still another reason is that we have so many power-driven machines to help us with our work. Nearly all the people we see at work in the pictures in this chapter are using machines. In no other country of the world are there so many power-driven machines. Without them, Americans could not possibly live so well.

Americans believe that every person is important. We respect the right of every man to live, to work, and to worship in the way that is best for him. We have encouraged all of our people to invent and discover better ways of making and selling the things we need. From the spirit and energy of individual men and women, America has grown great.

There are still other reasons for our high standard of living. One is the fact that nature has been good to us. She has given us a country rich in "natural resources." She has given us fertile soil, great rivers, immense forests, and a wealth of coal and oil and iron ore and other minerals.



Science has helped the farmer to produce more and better wheat,
and to harvest it more easily and rapidly.

Soil

In the pictures on these two pages we see men and machines producing food and material for clothing. The hogs are being fattened on corn. They will end up as ham and bacon on breakfast tables in different parts of the country. The farm on which they are being raised is in Iowa. This is one of the most important hog and corn producing states in the country.

The cotton is being cleaned of seeds. It

will be shipped to textile mills and made into cloth. Hundreds of cotton gins like this one have been built in the South. Cotton is one of the major products in several of the southern states.

The wheat is being cut and threshed. It will go to flour mills. The flour will be sold to bakers and housewives who will use it to make bread and cakes. The wheat farm is in Kansas. Wheat is one of the important crops in this part of the country.

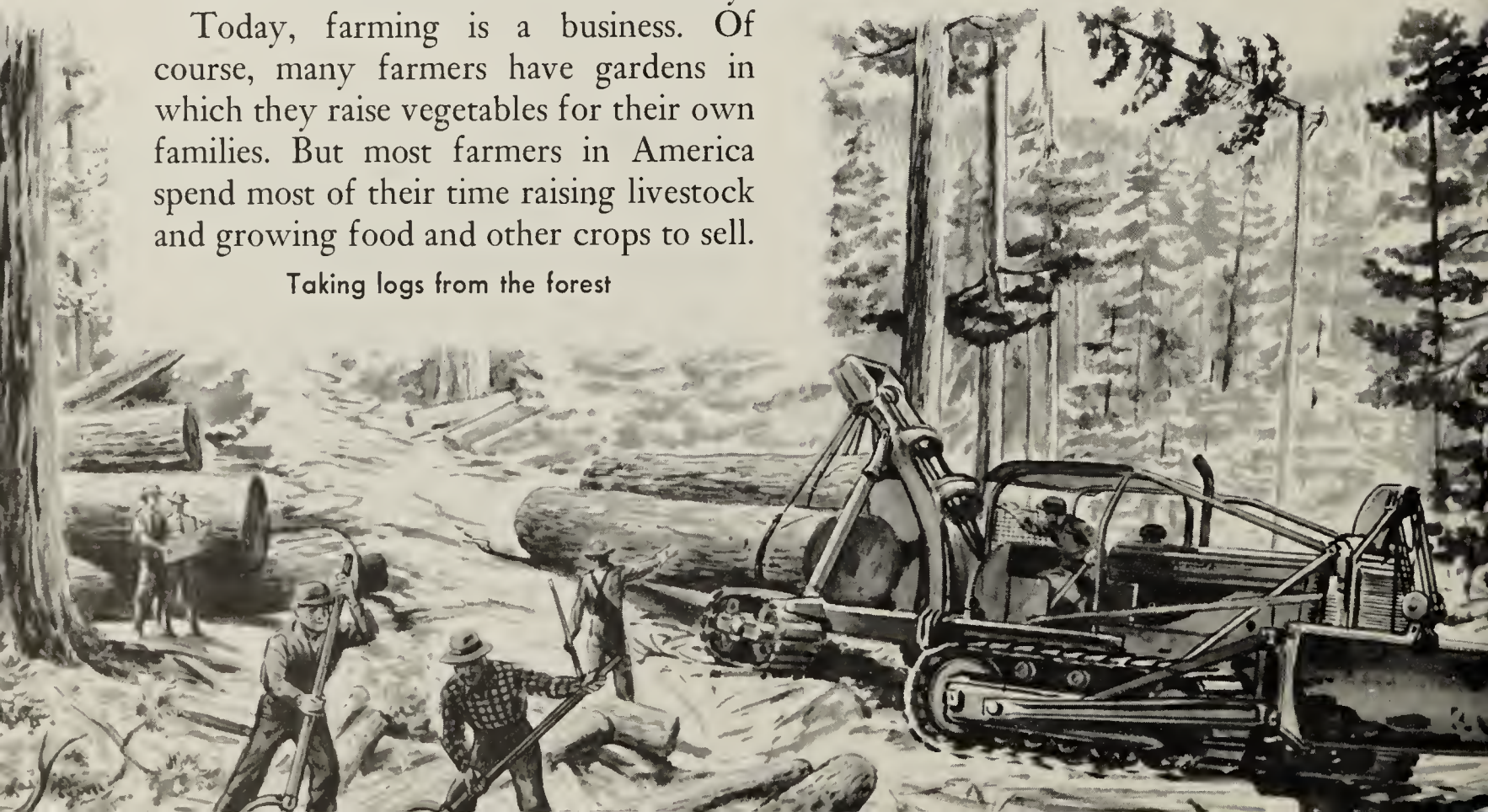


Bringing water to soil

The man in the picture at the top of the page is working in an orange grove in California. Because this part of the state has little rainfall, it is necessary to irrigate the land. Dams and irrigation ditches have been built by powerful machines. The water from the dam flows through the ditches to the thirsty trees. Oranges from this grove are shipped by fast freight to markets as distant as New York City.

Today, farming is a business. Of course, many farmers have gardens in which they raise vegetables for their own families. But most farmers in America spend most of their time raising livestock and growing food and other crops to sell.

Taking logs from the forest

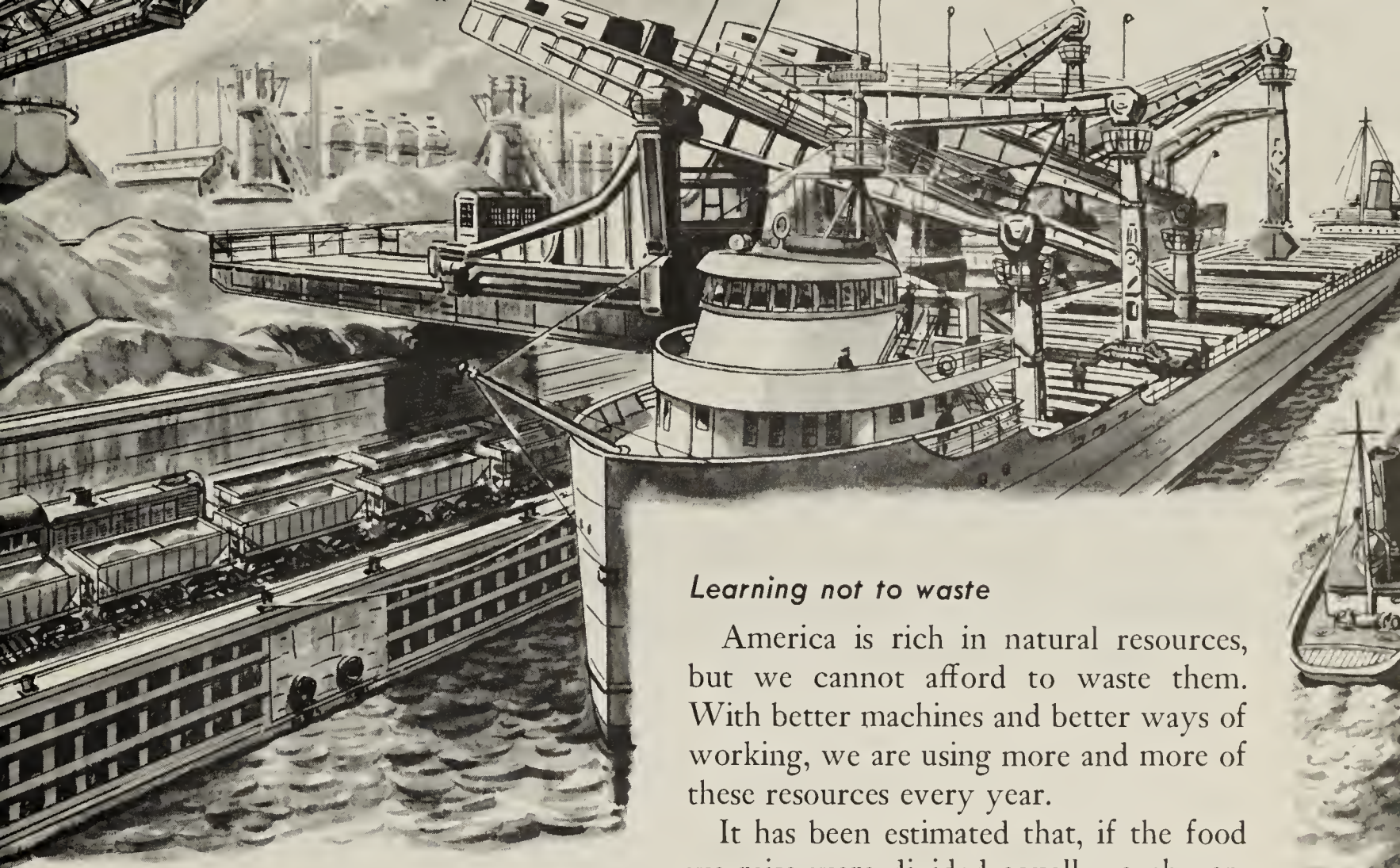


Forests

Not all parts of the country are good for farming. Some areas are covered with dense forests. These forests are another of our natural resources. They supply us with lumber for houses, buildings, ships, furniture, and other products. They also supply us with woodpulp from which we make most of our paper.

Axes and hand saws are still important tools in the lumber industry. The lumberman high up the tree at the right of the picture has just "topped" the tree with an ax and saw. This is dangerous work, but no one has yet learned how to do the job in any other way.

Although hand tools are still important, most of the heavy work is now done by machines. Power saws cut down the trees and cut them into logs. Tractors or trucks haul the logs to the nearest river or railway, where they are floated or carried by train to a sawmill. At the mill, giant saws rip the logs into planks. The lumber is then shipped to all parts of the country.



Ore from the mines on its way to the steel mill

Minerals

Coal, oil, iron, copper, and other minerals are also important natural resources. The ship at the top of the page is unloading iron ore in Cleveland, Ohio.

The ore comes from iron mines in Minnesota. Giant steam shovels scoop it into railway cars which carry it to ports on Lake Superior. There the ore is dumped into specially designed ore ships which carry it to Cleveland and other lake ports. In Cleveland some of it is made into steel. Some of it is shipped by rail to blast furnaces around Pittsburgh and other cities. There it is made into steel. Of course, iron ore is only one of many resources men are taking from mines in all parts of the country.

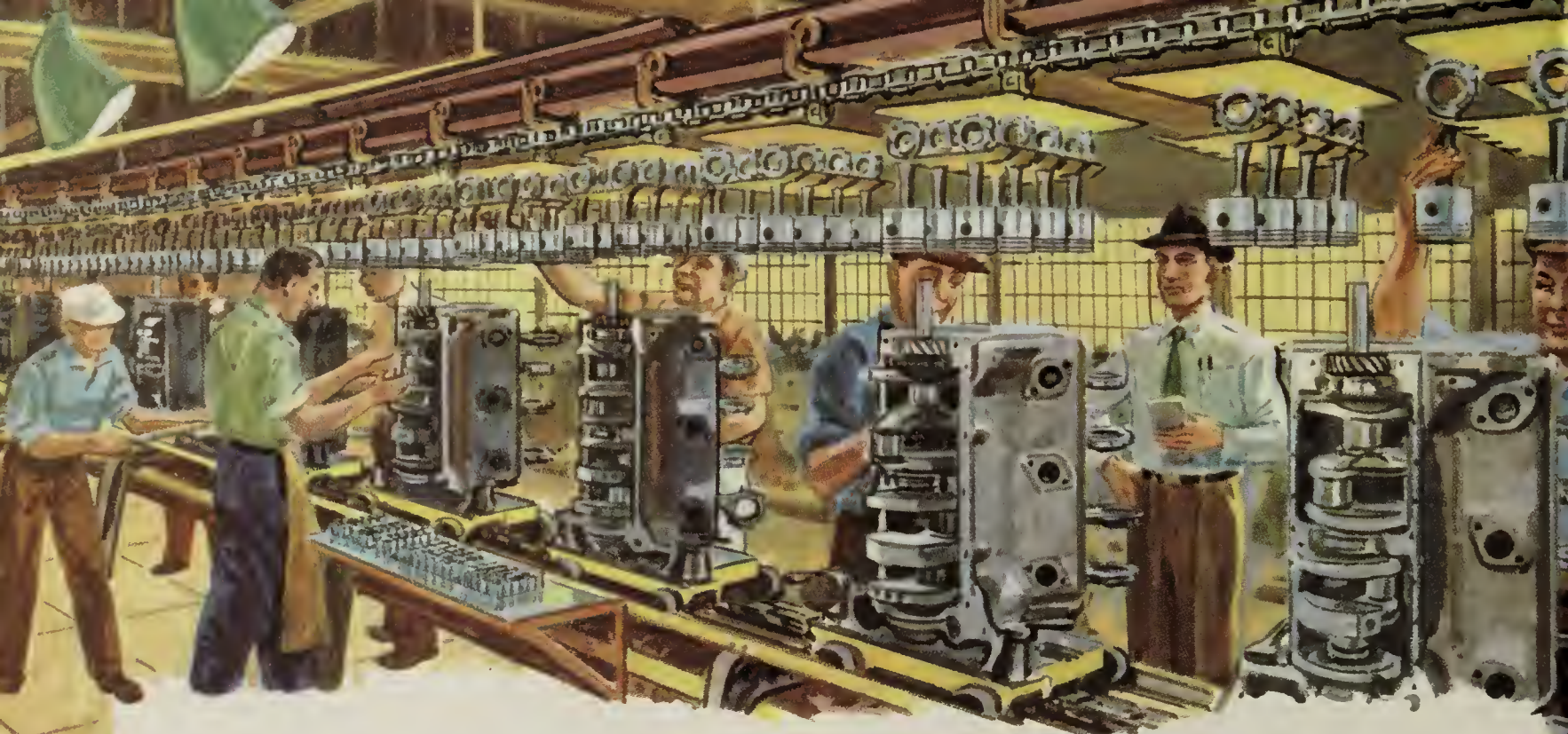
Learning not to waste

America is rich in natural resources, but we cannot afford to waste them. With better machines and better ways of working, we are using more and more of these resources every year.

It has been estimated that, if the food we raise were divided equally, each person would get more than a ton and a half a year. If the coal and oil we use were divided equally, each of us would get nearly seven tons. If the lumber, stone, sand, and ore were divided equally, each person would get seven tons.

These enormous amounts of food and other materials give us our high standard of living. But we cannot afford to waste our resources. We must use them wisely. For this reason, we are learning to save, or conserve them. Farmers try to keep their topsoil from blowing or washing away. Lumbermen plant new trees to replace those they have cut. Engineers try to get more metal from each ton of ore.

Through the years, the American people have learned how to make better use of their natural resources. Now the people—all of us—must learn not to waste these precious gifts nature has given us.



An automobile assembly line

New Ways of Making Things Help to Build America

All the kinds of natural resources that we have in our country today were here when only Indians lived in the New World. But the Indians did not know how to use most of the resources.

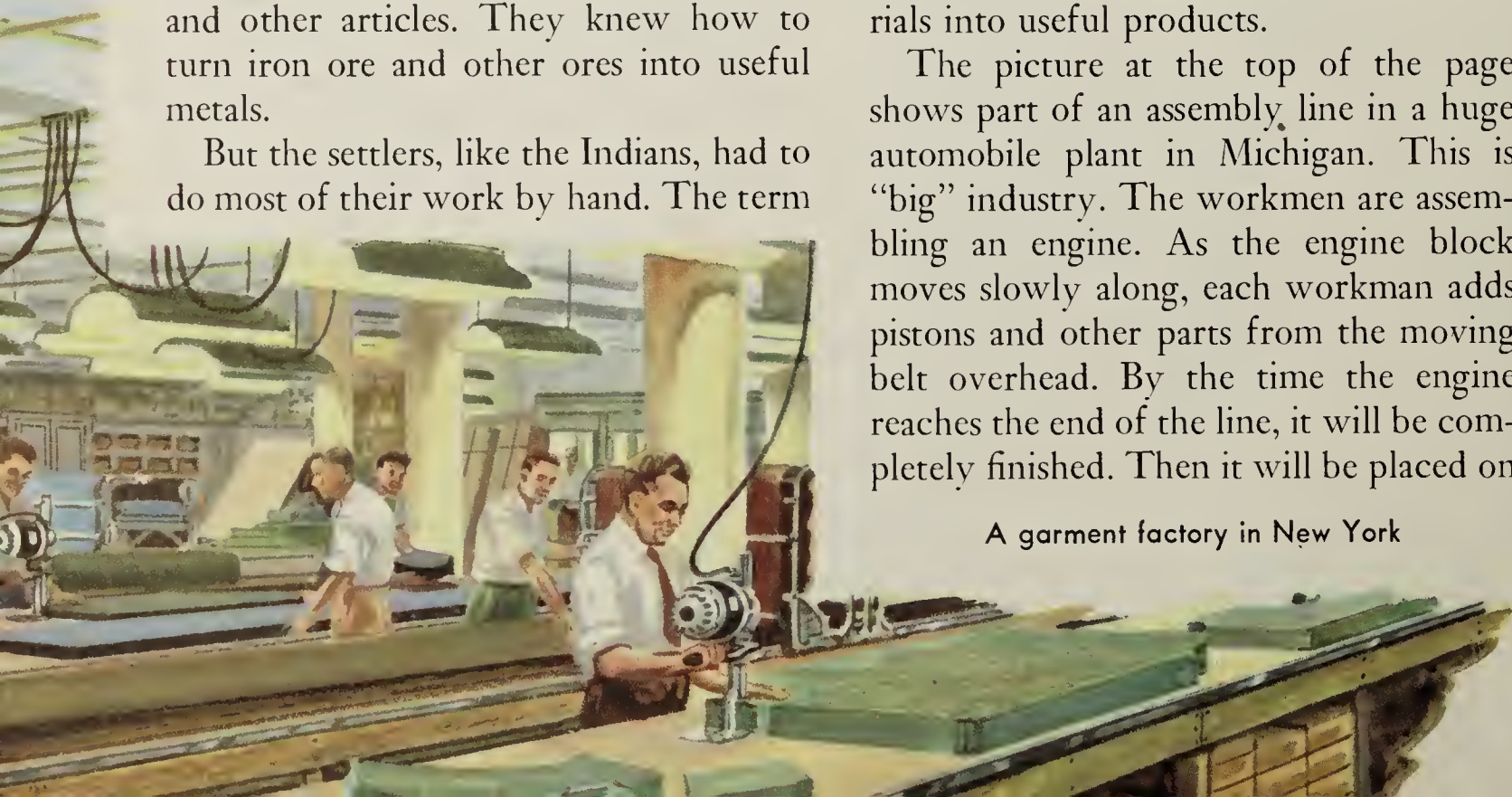
The early settlers who came from Europe had more knowledge and better tools than the Indians. They knew more about farming. They could saw trees into lumber and build ships, houses, furniture, and other articles. They knew how to turn iron ore and other ores into useful metals.

But the settlers, like the Indians, had to do most of their work by hand. The term

“manufacturing” once meant “hand work.” Hand work is slow and hard. For this reason, early Americans could not possibly make as many things as we do.

Today, the United States is the leading manufacturing country in the world. Raw materials from the soil, the forests, the mines, and the sea are carried into factories large and small all over America. These factories transform the raw materials into useful products.

The picture at the top of the page shows part of an assembly line in a huge automobile plant in Michigan. This is “big” industry. The workmen are assembling an engine. As the engine block moves slowly along, each workman adds pistons and other parts from the moving belt overhead. By the time the engine reaches the end of the line, it will be completely finished. Then it will be placed on



A garment factory in New York

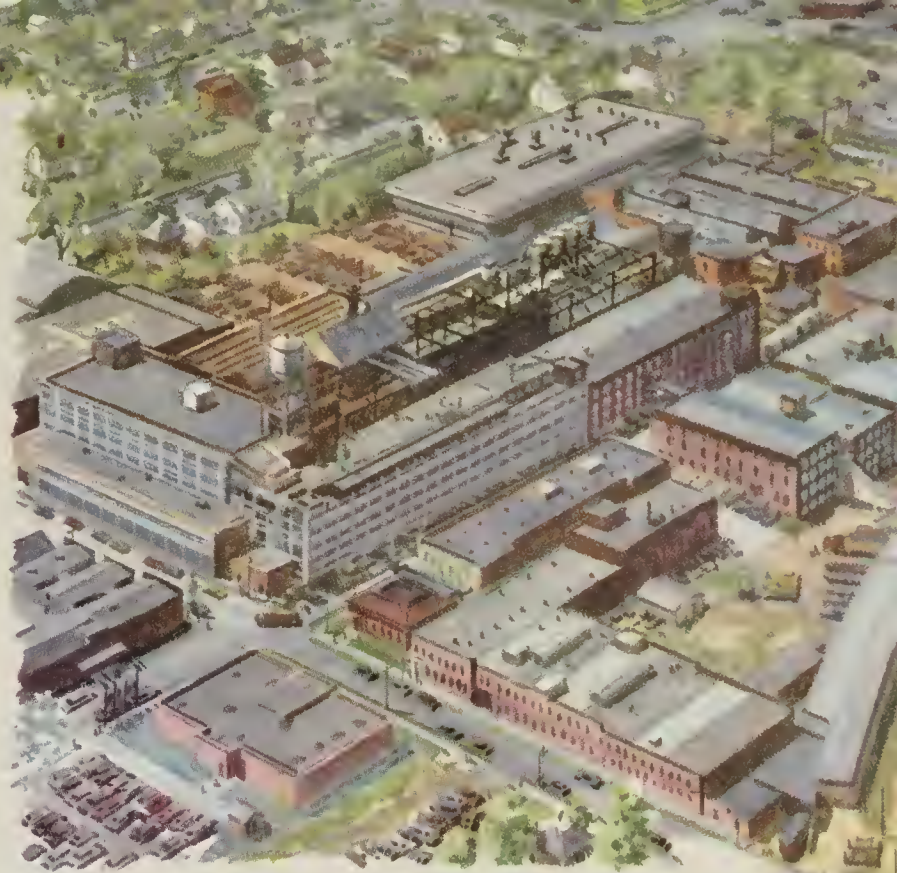
the automobile frame which is being built by other workmen on other assembly lines. Manufacturing of this kind is called "mass production."

Manufacturing today requires careful planning and the cooperation of many people. No one man builds a complete automobile. Some men work in the mines digging ore. Others operate the trains and ships that carry the ore to the blast furnaces. Others work in the steel mills. Others run the machines that shape the steel into parts of the automobile.

In the picture at the bottom of the opposite page, you see a cutting room in a clothing factory. This factory is one of many located in New York City.

Notice how the workman is cutting a number of pieces of cloth at the same time. All the suits made from this cloth will look alike. Because of mass production, Americans today have more clothing than earlier Americans had.

Most of the articles we use are produced in large quantities. The factory at the top of the page makes washing machines and other household equipment. It is located in a prosperous town in Iowa. In this town, many of the citizens earn their living in the factory. The washing machines and other labor-saving articles



A washing machine factory in a small city

they build are sold throughout the United States and in countries overseas.

At the bottom of the page is a picture of one of America's newer factories. This has been built in the open country. Before the days of automobiles, workmen would not have been able to travel to and from a factory in this location. But today men and women workers drive to work in automobiles. They park their cars in large parking lots around the plant.

Modern factories in cities, towns, and in the open country try to provide healthful and safe working conditions.

A factory in the country





Travel and Transportation Help to Build America

Modern factories and farms could not exist without good means of transportation. In fact, Americans could not live as they do today if it were not for the highways, railroads, and air lines.

The picture at the top of this page reminds us of how important the transportation system is to every American. This picture shows heavy traffic on U. S. highway 17 in New Jersey, about thirty miles from New York City. U. S. 17 is one of many modern highways that connect New York with the surrounding countryside.

On a map, these highways look like the spokes of a wheel. The hub, or center of the wheel, is the city.

Today, paved roads connect America's cities, towns, and villages. They connect

the farm lands and the cities. Cars, trucks, and buses roll over the roads day and night.

Many new businesses have sprung up along the highways. There are service stations, garages, and diners. There are stopping places like the building at the left where truck drivers can rent a room and get a few hours of sleep before they continue on their way.

Highways serve many people in many ways. Salesmen use them. Workers use them to drive to and from work. Housewives use them for shopping trips. Families use them for visits to the country or to the city. And, of course, many trucks use the roads. Some of the trucks shown above are making local deliveries. Others are carrying long-distance freight. A

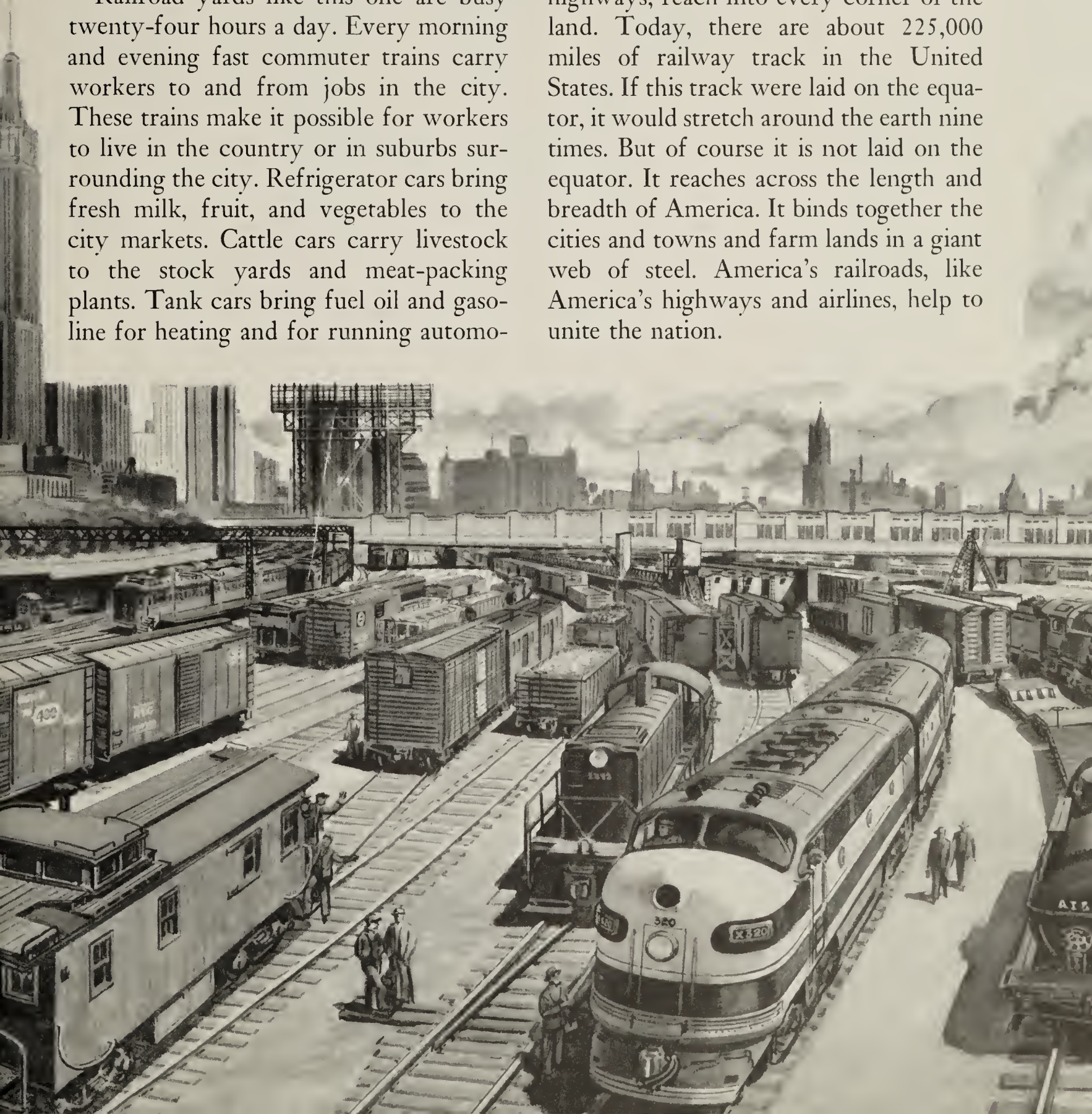
refrigerator truck is taking perishable vegetables to the city.

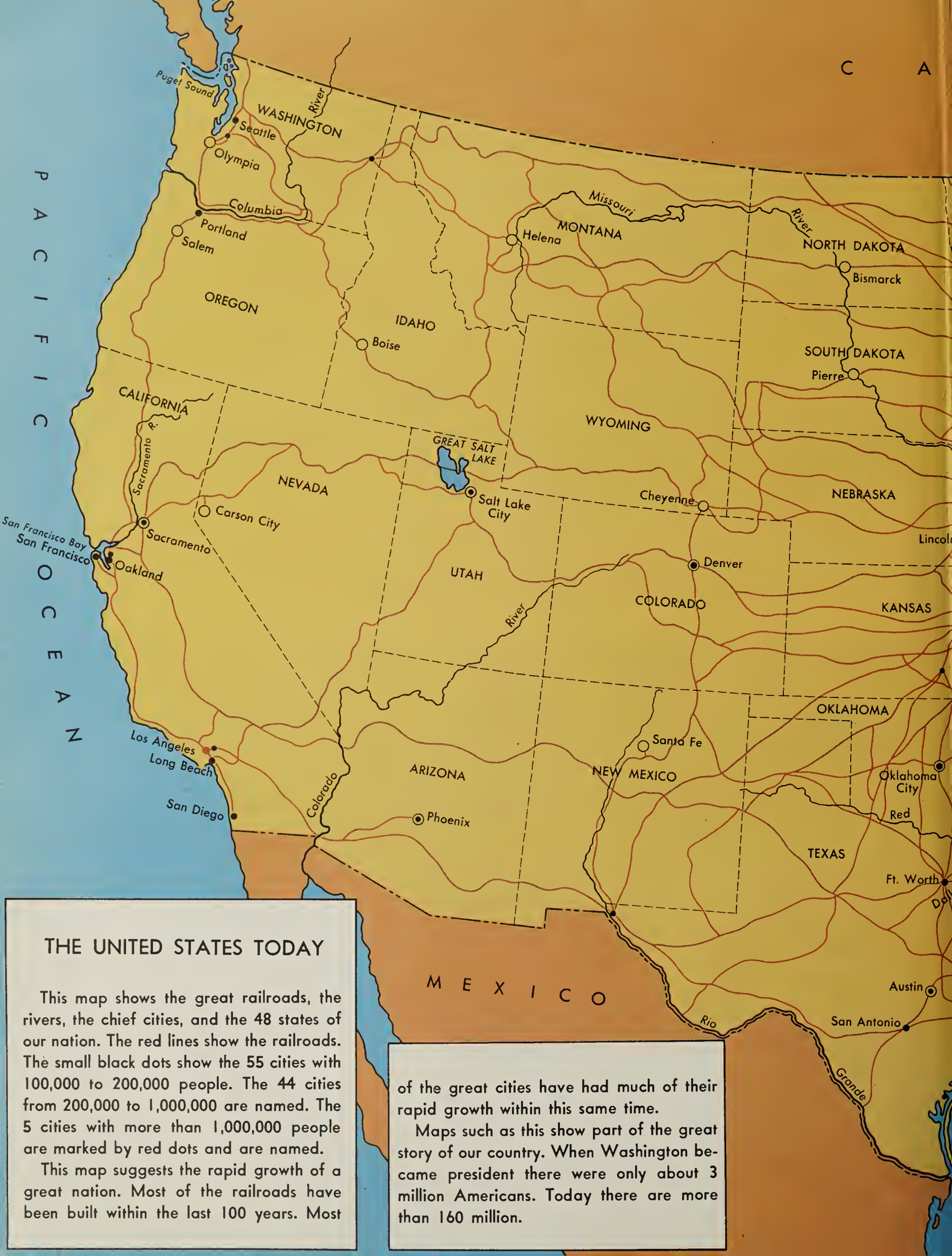
Americans need their railroads as much as they need their highways. In the picture below, we see one of Chicago's busy railroad yards. The map on the next page shows that Chicago is a great railroad center. It is, in fact, the greatest railroad center in the world.

Railroad yards like this one are busy twenty-four hours a day. Every morning and evening fast commuter trains carry workers to and from jobs in the city. These trains make it possible for workers to live in the country or in suburbs surrounding the city. Refrigerator cars bring fresh milk, fruit, and vegetables to the city markets. Cattle cars carry livestock to the stock yards and meat-packing plants. Tank cars bring fuel oil and gasoline for heating and for running automo-

biles, trucks, buses, and factory machines. Open cars bring sand, gravel, coal, and other necessary raw materials. Flat cars haul lumber, steel girders, and other heavy products. Box cars carry freight of all kinds. And the trains that roll out of the city are loaded with manufactured goods produced in the city.

America's railroads, like America's highways, reach into every corner of the land. Today, there are about 225,000 miles of railway track in the United States. If this track were laid on the equator, it would stretch around the earth nine times. But of course it is not laid on the equator. It reaches across the length and breadth of America. It binds together the cities and towns and farm lands in a giant web of steel. America's railroads, like America's highways and airlines, help to unite the nation.





THE UNITED STATES TODAY

This map shows the great railroads, the rivers, the chief cities, and the 48 states of our nation. The red lines show the railroads. The small black dots show the 55 cities with 100,000 to 200,000 people. The 44 cities from 200,000 to 1,000,000 are named. The 5 cities with more than 1,000,000 people are marked by red dots and are named.

This map suggests the rapid growth of a great nation. Most of the railroads have been built within the last 100 years. Most

of the great cities have had much of their rapid growth within this same time.

Maps such as this show part of the great story of our country. When Washington became president there were only about 3 million Americans. Today there are more than 160 million.



N A D A

GULF OF MEXICO

A T L A N T I C O C E A N

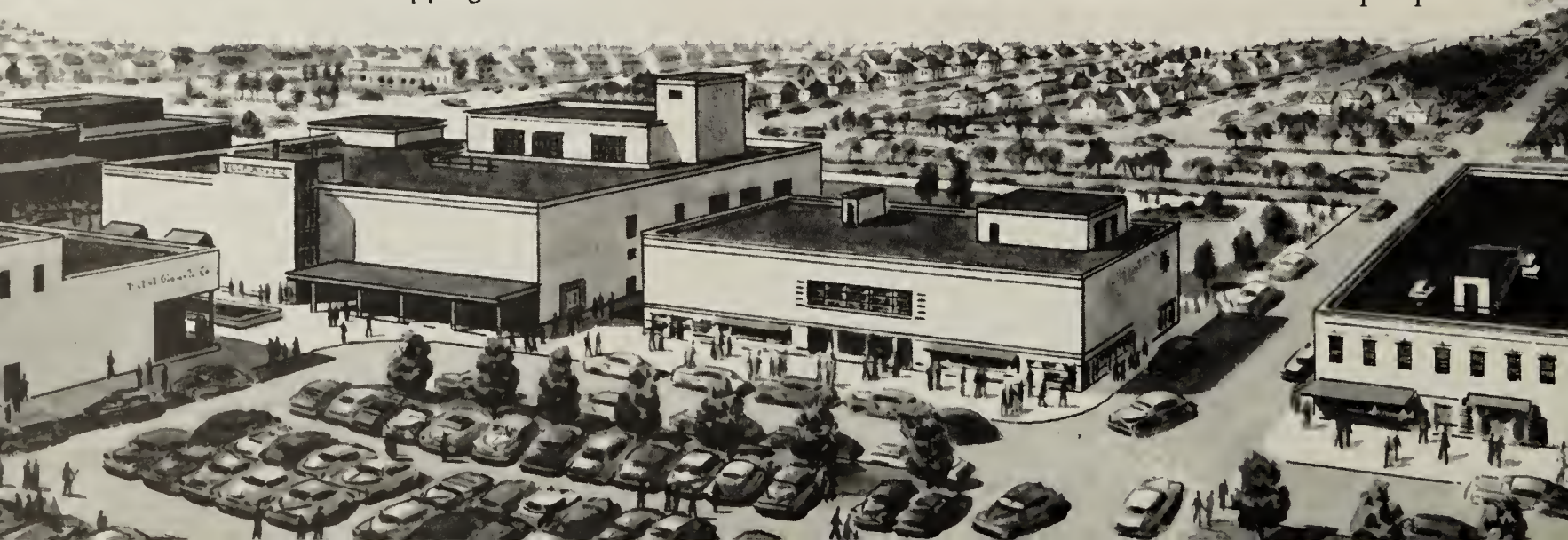
- Cities more than 1,000,000
- Cities 200,000 to 1,000,000
- Cities 100,000 to 200,000
- State Capitals



A wholesale market



A retail store



A shopping center

Trade Helps to Build America

Over the roads and railways, a never-ending supply of food travels to market. In the picture at the top of the page we see part of a large wholesale market in Boston. Wholesale markets of this kind will be found in every city. From these markets retail stores buy the food and other products they sell to housewives.

A fresh shipment of fruits and vegetables has just reached the market. Local store keepers have already bought some of these products. The store keepers are now loading their own trucks. In a short time, the fruits and vegetables will be on sale in stores throughout the city and the surrounding towns.

Many neighborhood stores look much like the one shown in the middle picture. This is a small store, but the shelves are filled with products from all over the United States and many other countries.

In recent years, shopping centers have been planned as a part of large housing developments. One of these shopping centers is pictured below. Shoppers drive to the center and park in the space provided. Near the parking lot the shoppers can find stores selling groceries, hardware, drugs, clothing, toys, sporting goods, and even automobiles.

In these and other ways, the products of farms and factories reach the people.



Better Ways of Communication Help to Build America

In the picture above we see both old and new ways of communicating. All are important. Our country grew the way it did because people were free to exchange ideas and to learn from each other.

Today, people exchange ideas by talking to each other as they always have done. But they also exchange ideas in many other ways.

We exchange ideas in books and magazines and newspapers. Giant power-driven presses print enormous numbers of pages every day. In New York City, for example, four million newspapers are sold daily. Reporters rush the news to the papers by radio, telegraph, under-sea cable, and telephone.

We exchange ideas in letters. For a few cents we can send a letter almost anywhere in the world. This is possible because many different countries of the world cooperate in an International Postal Union. And if we want our letters to travel more quickly, we can send them air mail.

In these many different ways we exchange ideas and learn from each other.

We communicate most rapidly by telegraph, telephone, radio, and television. Day and night the air waves are filled with music and information. The telegraph and telephone wires hum with messages. Always, somewhere in the country, people are talking, reading, exchanging ideas, learning from each other.

Freedom of speech was guaranteed in the Constitution. Americans have been free to learn from each other. This freedom to learn has been one of their treasured possessions. As long as they have it, they will continue to build and to grow.



1. Explain what you think is meant by the "American dream."
2. Give an example of a person, or a group of people, that dreamed of coming to America and then worked hard to get here.
3. Use the pictures on pages 320 to 323 to show how the natural wealth of our land has helped to build this nation.
4. Describe how automobiles have helped to change the location of factories and shopping centers.

26 BETTER WAYS of LIVING

More Time to Play

Through the years of America's history, we have learned better ways of working. We have learned how to build powerful machines and labor-saving equipment to do much of our heavy work for us. On our farms and in our factories, we have learned how to produce more goods than earlier Americans ever dreamed possible. When we look at what we have built, it is clear that better ways of working have given us a high standard of living.

But there is more to life than food, clothing, and shelter—important though these are. There is more to life than work—important though work is.

All of us need many things that no one can ever buy in any store. We need good

health. We need the friendship of others. We need to know that what we think and do is important to other people. We need churches in which to worship, and schools in which to learn. We need time to relax and enjoy ourselves—time to play. These are only a few of the things we need for better living.

What have Americans done to help each other meet these needs?

One thing we have done is to provide swimming pools and recreation areas like the one pictured below. This swimming pool is public property. It belongs to the citizens, young and old alike. On hot days, entire families go to the park to rest in the shade and enjoy themselves in the water.

A public swimming pool in a small city



Public parks and pools of this kind have been built all over the country. They are open to rich and poor alike. Americans believe that healthful play is just as important as work. We are learning that playgrounds are just as necessary as fire and police departments.

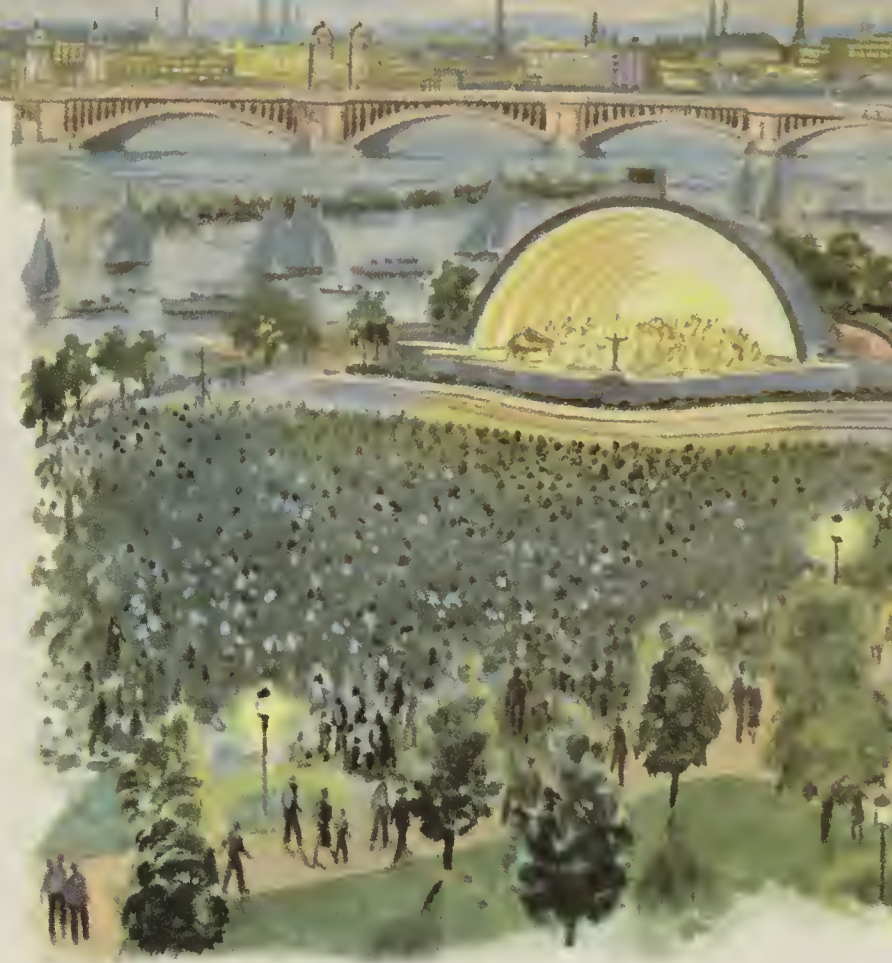
A growing number of cities have also built open-air bandstands like the one shown at the right. The city of Boston, Massachusetts, built this bandstand on the banks of the Charles River. In the summer, the citizens of Boston can relax in the cool of the evening while they listen to good music.

Other cities have built open-air bandstands and concert halls for winter use as well. We believe that music, too, is an important part of good living.

In the picture at the bottom of this page, we see people vacationing in Mt. Rainier National Park. The park is in the state of Washington. It belongs to all the American people. It was set aside for their use by the national government. People from all over the United States visit this park to camp, to fish, and to enjoy the wild life and the scenery.

Mt. Rainier is only one of a number of national parks. An even larger number of parks have been created by states, counties, and cities.

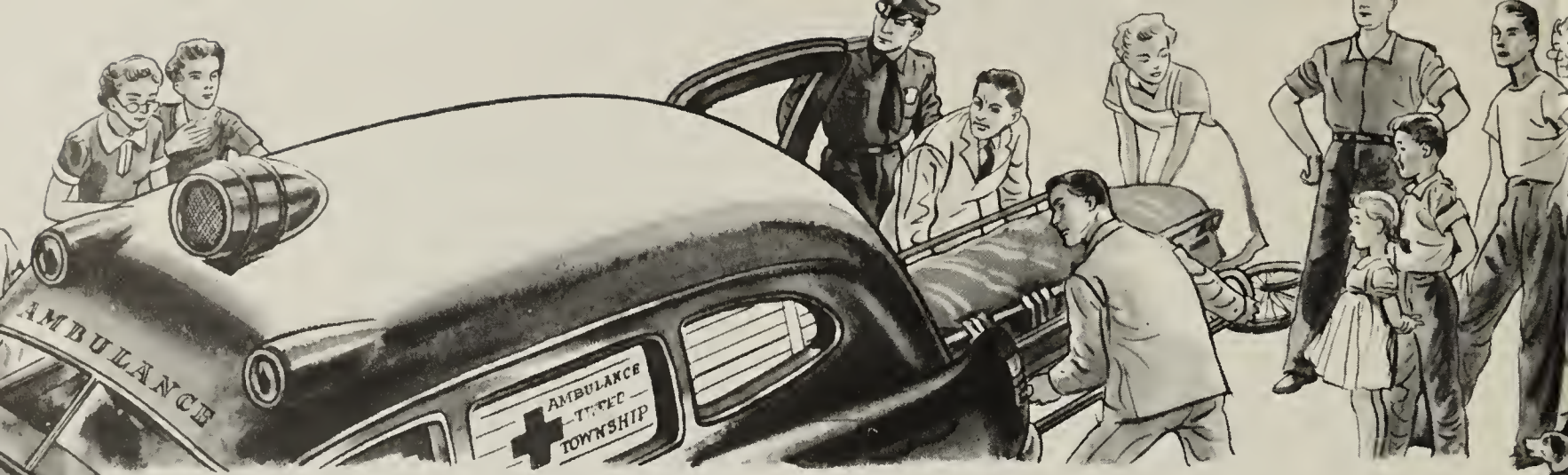
We in America have learned better ways of working, and we have invented machines which do much of our work for us. As a result, we work fewer hours each week than earlier Americans worked. These pictures suggest only a few of the countless ways we can use our free time.



An open air concert in a great city



A vacation spot in a national park



Caring for Our Health

Today, the average American lives much longer than Americans lived a hundred years ago. Why is this true?

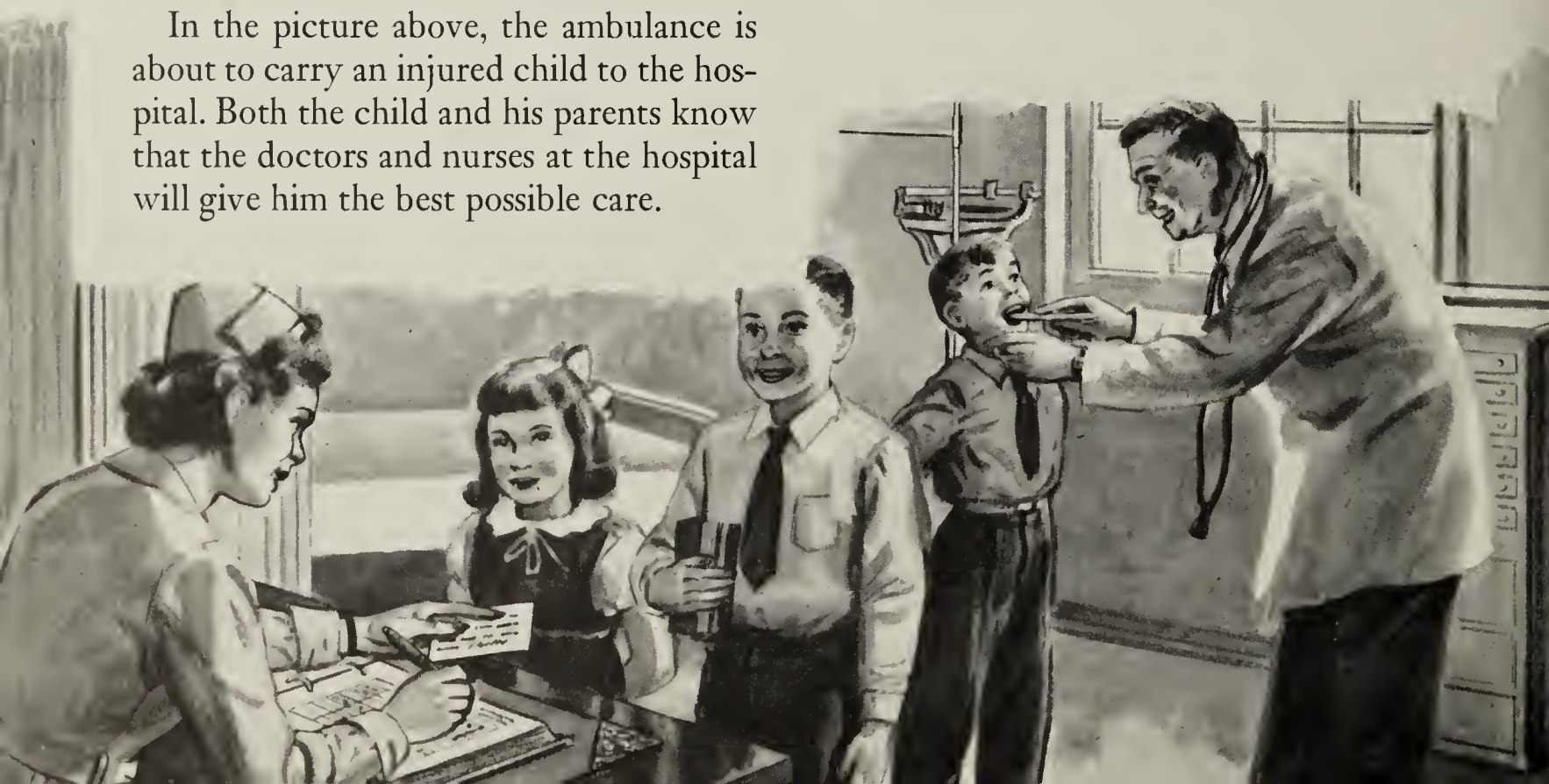
Parks and playgrounds and other opportunities for recreation help. They give people a chance to relax and forget their work and worries, at least for a while. They give people a chance to get out into the fresh air and sunshine.

But there are other reasons. During the past hundred years, doctors have learned many things about preventing and treating disease. Research laboratories have discovered the causes of many diseases, and new drugs have been developed to cure them. Free clinics bring medical aid to people who could not otherwise afford it.

In the picture above, the ambulance is about to carry an injured child to the hospital. Both the child and his parents know that the doctors and nurses at the hospital will give him the best possible care.

The ambulance and the hospital are owned by the citizens of the community. The men who drive the ambulance are volunteers. They are ready to go out at any hour of the day or night to help a person in need.

At the bottom of the page we see another example of a community health activity. The school doctor is carefully examining a group of boys and girls. If he finds anything that needs attention, he will notify the parents. Examinations of this kind are given in schools all over the country. They help to prevent many diseases. They help to keep the boys and girls in good health. This, too, is part of better living.



Working Together to Help Others

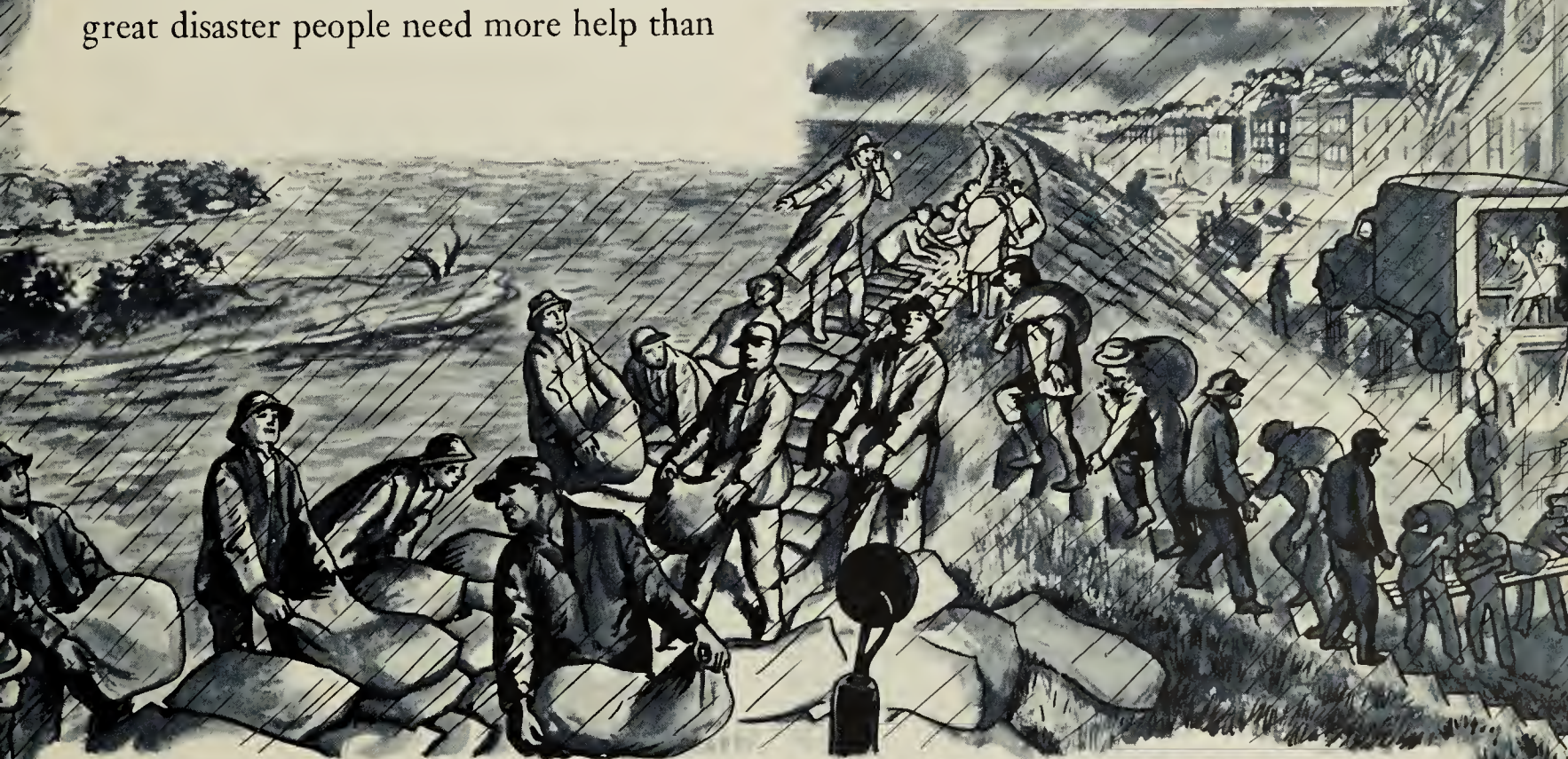
Recreation areas and health services are only two of many services Americans have learned to provide for all the people. Through the years, they have learned to work together in countless other ways.

Of course, all through history, in all times and all places, men and women have helped each other in time of need. In colonial America, for example, a man expected his neighbors to help him build his house and do other work he could not do alone. And he expected to help his neighbors when they needed his help.

But we have learned that in times of great disaster people need more help than

the town. The men are working desperately to prevent this disaster. Some of these men are soldiers from an army camp. Others are volunteers from other communities. Women from the nearby church have prepared hot coffee for the workers. The truck at the right belongs to the American Red Cross. It has been rushed from the Red Cross headquarters in a large city some distance away.

If the levee does break, the Red Cross will send more doctors and nurses and supplies of medicine. It will send mobile kitchens, truckloads of cots and blankets,



their neighbors can give them. When a flood occurs, or a tornado strikes, many people must cooperate to give the help that is needed.

In this picture, the Mississippi River threatens to pour over the levee and into

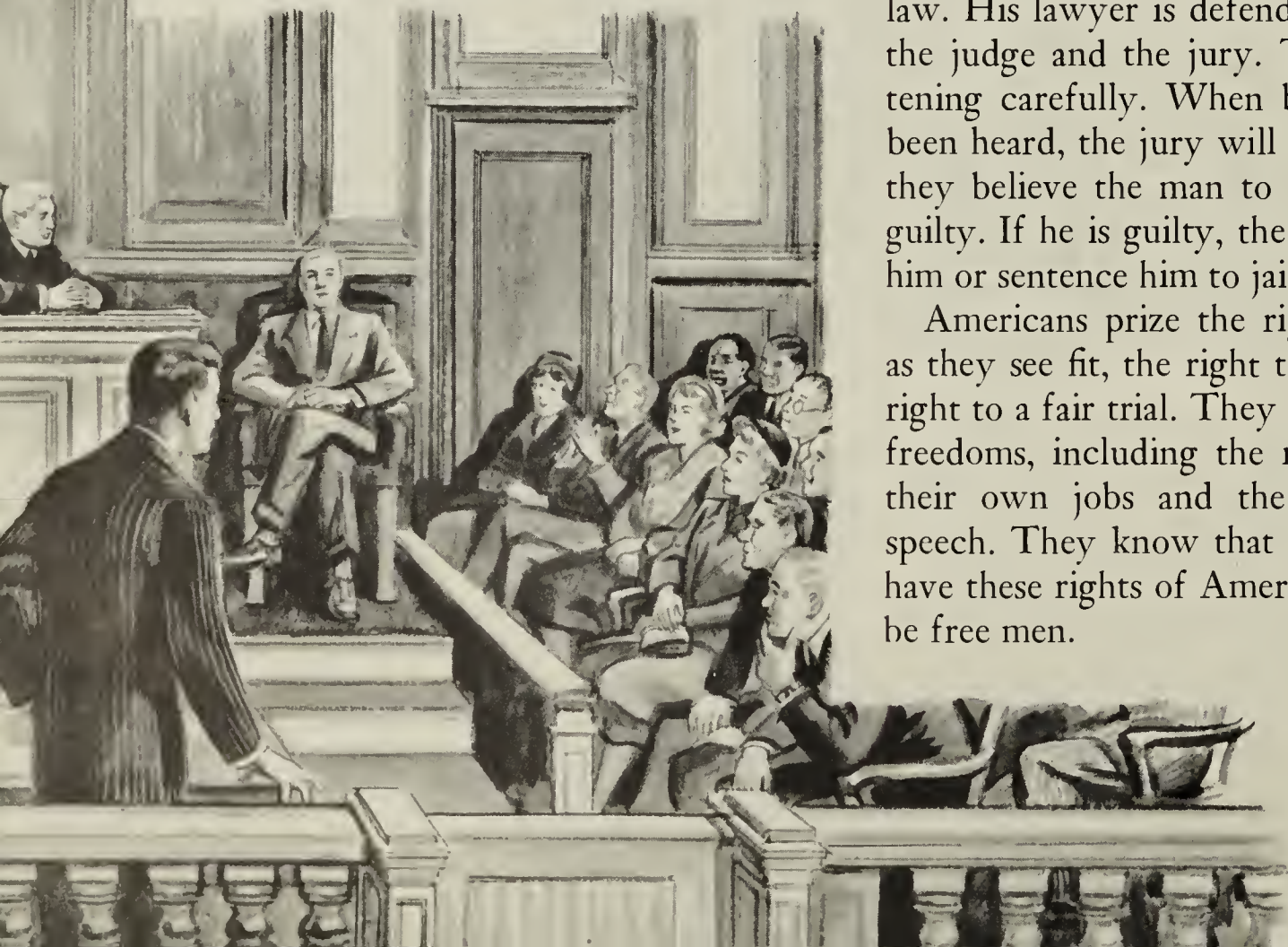
and everything else the people will need.

The Red Cross is an organization supported by the contributions of the people. Through it and through service clubs and churches in the towns and cities, Americans work together to help each other.



Government by All the People

Americans are proud of what they have built. But nothing means more to them than the freedoms they have won and written into the Constitution.



In America, as well as in some other countries, people have the right to worship as they believe best. They also have the right to vote as they choose.

The people in the picture at the left are voting. The man in front of the desk is proving his right to vote. When he has done this, he will take a ballot into one of the curtained booths and mark it. No one will see which names he marks. And when he leaves the booth, he will place his ballot in the ballot box, as the woman is now doing. No one will ever know for whom he voted unless he chooses to tell this himself.

In much the same manner, men and women in other towns and cities in America elect the members of the national, state, and local governments. The people they elect make and enforce the laws.

In the picture at the bottom of the page, we see another example of democracy in action. The man in the witness chair has been accused of breaking the law. His lawyer is defending him before the judge and the jury. The jury is listening carefully. When both sides have been heard, the jury will decide whether they believe the man to be innocent or guilty. If he is guilty, the judge will fine him or sentence him to jail, or both.

Americans prize the right to worship as they see fit, the right to vote, and the right to a fair trial. They also prize other freedoms, including the right to choose their own jobs and the right of free speech. They know that as long as they have these rights of Americans, they will be free men.

How We Learn about Our World

We have been reading about the “rights” Americans prize so highly. But citizens also have duties. One of these duties is to be as well-educated as possible.

For one thing, America’s high standard of living depends upon highly trained workers. Only skilled workers can handle many of the jobs that have to be done every day.

Americans also need to be educated in order to be good citizens. Only educated, informed citizens can vote intelligently.

Because Americans believe that education is important, they have passed laws requiring every boy and girl to attend school for a certain number of years. In school, every child learns something about the world in which he lives. He begins to learn the things he will need to know to be a wise voter and a good citizen.

The boy in the picture above is explaining the importance of traffic signals. The pupils are learning how to cross streets safely. But they are also learning how to be better citizens of their school and of their community.

Pupils also learn from books, maps, and globes. Motion picture projectors like the one in the back of the room help to bring the world into the classroom.

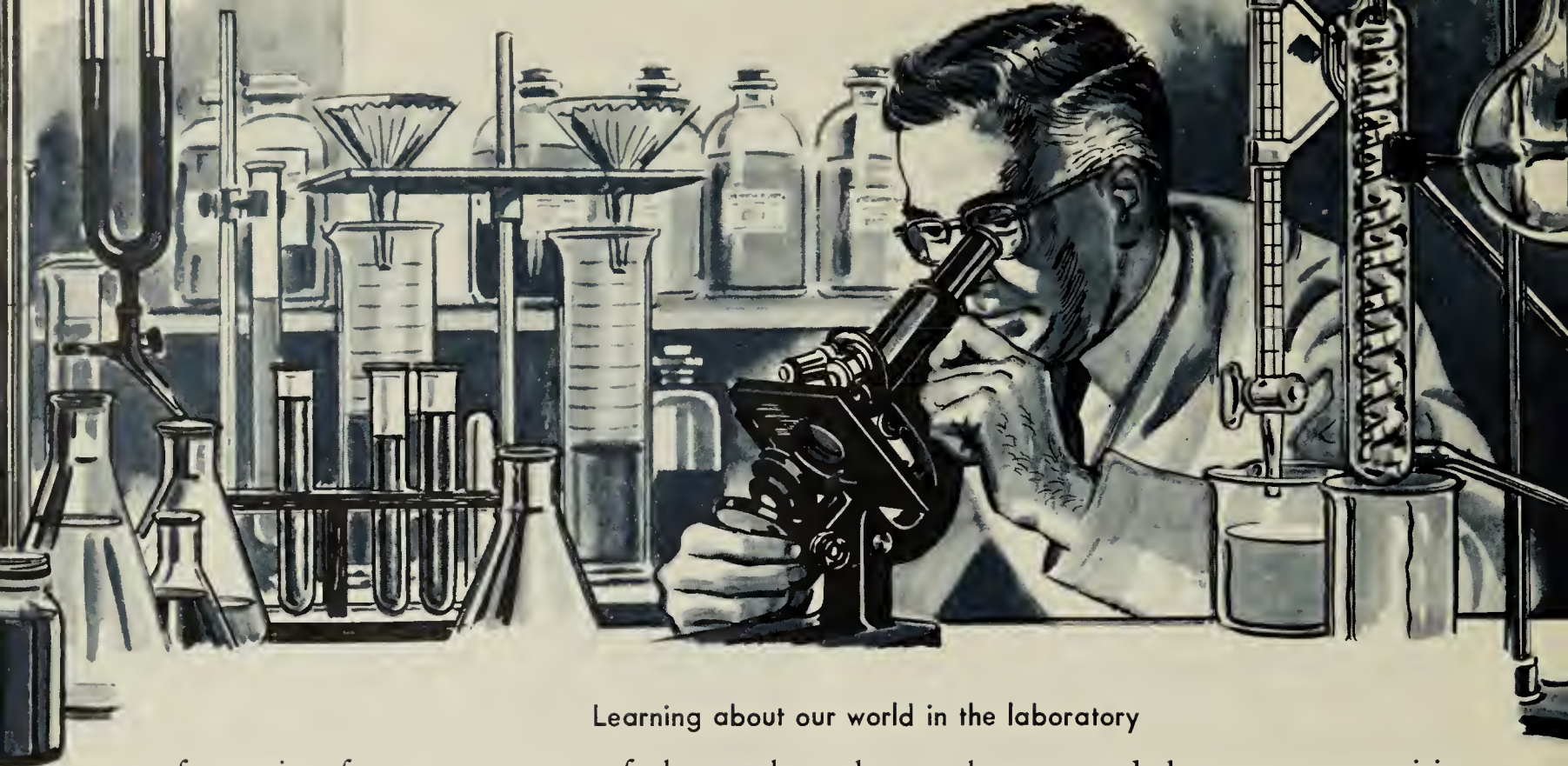
Of course, schools are only one of the ways by which people learn about the world around them. Both young people and adults learn from books, magazines, newspapers, radio, motion pictures, and television. Reporters and cameramen like the one at the right gather news and in-



Learning about our world in the classroom

Learning about our world through travel and exploration





Learning about our world in the laboratory

formation from every part of the earth. Pictures like the one the cameraman is taking are shown in theaters and classrooms all over America.

People who are eager to learn have the same spirit as the pioneers of earlier times. It was the desire to discover something new that led men and women to explore the New World and other parts of the world. It was this same spirit that led other men to invent machines and to find better ways of working.

The man in the picture at the top of the page is a pioneer of today. To be sure, we do not call him a pioneer. We call him a chemist. But he *is* a pioneer for, like all pioneers, he is exploring the unknown.

Today, in laboratories all over the country, chemists and other scientists are gathering new knowledge. Some of the scientists are finding better ways to prevent and cure disease. Others are discovering better ways to grow farm crops. Engineers are learning how to build better engines and machines. Architects and builders are learning how to build

better houses and better communities.

Not all scientists work in laboratories. *Social* scientists study people. They study the communities in which people live. Social scientists work with books and other written records in libraries. Some of them also learn about people by living and working with them.

Scientists, engineers, and scholars are constantly searching for new knowledge. This knowledge will make it possible for us to build better ways of working and better ways of living.



1. Where is the public recreation center nearest your home? What are some of the activities provided for the boys and girls of your community?

2. Give an example of the way people in your community have worked together to help one another. How have they worked together to help people in other communities?

3. In what way may a scientist be considered a pioneer?

4. Think about some of the duties you may have as a citizen. Talk these over with other members of your group.

Our Country and the World

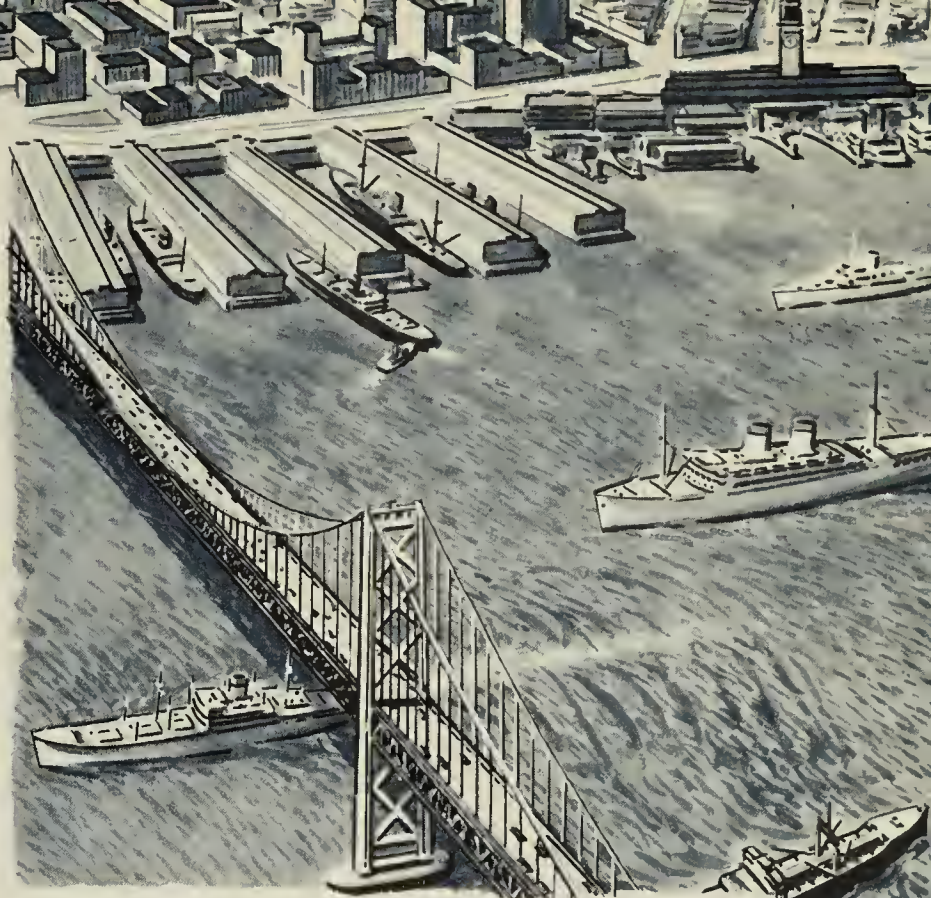
Men and women from many lands settled the New World. They learned to live in what was for them a new and strange country. They became Americans.

Through the years, the American people moved slowly but steadily across the continent. They built farms and villages and cities on land that had once been wilderness. They learned better ways of working. They learned better ways of living.

These people from many lands found in the New World the opportunities they were seeking. We have seen how well they used these opportunities. This is the story we have been telling.

But there is another story to tell. The pictures on this page remind us of this other story.

In the picture at the top of the page, we see part of Oakland Bay Bridge in San Francisco, California. The ships entering and leaving the harbor are ocean-going vessels. Ships like these carry passengers and freight back and forth across the Pacific Ocean. They travel to and



A great ocean port

from India, Australia, the Philippine Islands, Japan, and other lands across the Pacific.

In the picture at the bottom of the page, we see part of the International Airport in New York. Airplanes from many countries fly in and out of this airport on regular schedules.

These pictures remind us that our country is part of the larger world. They remind us of the many ties we have with other peoples in other lands.

A great airport



Facts for Reference

The following information concerns various areas, populations, and distances in the United States and other countries of the New World. The figures represent the latest available statistics or estimates. It may be, of course, that these figures are not exactly the same as those published in other books. There are several reasons for the differences. Not all countries take a census at the same time, nor in the same way. Various people may make various estimates of population. The area of inland waters may, or may not, be included in the area of a country.

The figures presented in these tables have been gathered from various sources including *The Statesman's Yearbook*, *The New International Yearbook*, *The Demographic Yearbook*, and *The School and Library Atlas*. The facts about the area and population of the United States and of Canada were supplied by the Bureau of Census, United States Department of Commerce, and the *Canada Yearbook*, respectively. The information about distances by air and by sea was received from Pan American World Airways, American Airlines, and the United Fruit Company.

THE UNITED STATES

	ENTERED UNION	AREA IN Sq. Mi.	POPULATION	CAPITAL CITY	POPULATION OF CAPITAL
THE UNITED STATES.....	3,022,387	150,697,361	Washington, D.C.....	802,178
Alabama	1819	51,609	3,061,743	Montgomery	106,525
Arizona	1912	113,909	749,587	Phoenix	106,818
Arkansas	1836	53,104	1,909,511	Little Rock	102,213
California	1850	158,693	10,586,223	Sacramento	137,572
Colorado	1876	104,247	1,325,089	Denver	415,786
Connecticut	1788	5,009	2,007,280	Hartford	177,397
Delaware	1787	2,057	318,085	Dover	6,223
Florida	1845	58,560	2,771,305	Tallahassee	27,237
Georgia	1788	58,876	3,444,578	Atlanta	331,314
Idaho	1890	83,557	588,637	Boise	34,393
Illinois	1818	56,400	8,712,176	Springfield	81,628
Indiana	1816	36,291	3,934,224	Indianapolis	427,173
Iowa	1846	56,290	2,621,073	Des Moines.....	177,965
Kansas	1861	82,276	1,905,299	Topeka	78,791
Kentucky	1792	40,395	2,944,806	Frankfort	11,916
Louisiana	1812	48,523	2,683,516	Baton Rouge	125,629
Maine	1820	33,215	913,774	Augusta	20,913
Maryland	1788	10,577	2,343,001	Annapolis	10,047
Massachusetts	1788	8,257	4,690,514	Boston	801,444
Michigan	1837	58,216	6,371,766	Lansing	92,129
Minnesota	1858	84,068	2,982,483	St. Paul	311,349
Mississippi	1817	47,716	2,178,914	Jackson	98,271
Missouri	1821	69,674	3,954,653	Jefferson City	25,099
Montana	1889	147,138	591,024	Helena	17,581
Nebraska	1867	77,227	1,325,510	Lincoln	98,884
Nevada	1864	110,540	160,083	Carson City	3,082
New Hampshire	1788	9,304	533,242	Concord	27,988
New Jersey	1787	7,836	4,835,329	Trenton	128,009
New Mexico	1912	121,666	681,187	Santa Fe	27,998
New York	1788	49,576	14,830,192	Albany	134,995
North Carolina	1789	52,712	4,061,929	Raleigh	65,679
North Dakota	1889	70,665	619,636	Bismarck	18,640
Ohio	1803	41,222	7,946,627	Columbus	375,901
Oklahoma	1907	69,919	2,233,351	Oklahoma City	243,504
Oregon	1859	96,981	1,521,341	Salem	43,140
Pennsylvania	1787	45,333	10,498,012	Harrisburg	89,544
Rhode Island	1790	1,214	791,896	Providence	248,674
South Carolina	1788	31,055	2,117,027	Columbia	86,914
South Dakota	1889	77,047	652,740	Pierre	5,715
Tennessee	1796	42,244	3,291,718	Nashville	174,307
Texas	1845	267,339	7,711,194	Austin	132,459
Utah	1896	84,916	688,862	Salt Lake City	182,121
Vermont	1791	9,609	377,747	Montpelier	8,599
Virginia	1788	40,815	3,318,680	Richmond	230,310
Washington	1889	68,192	2,378,963	Olympia	15,819
West Virginia	1863	24,181	2,005,552	Charleston	73,501
Wisconsin	1848	56,154	3,434,575	Madison	96,056
Wyoming	1890	97,914	290,529	Cheyenne	31,935
District of Columbia.....	69	802,178	Washington	802,178

LANDS BEYOND THE STATES

	AREA IN Sq. Mi.	POPULATION	CAPITAL
Alaska Territory	586,400	128,643	Juneau
Guam	206	59,498	Agaña
Hawaii Territory	6,423	499,794	Honolulu
Panama Canal Zone	553	52,822	
Puerto Rico	3,435	2,210,703	San Juan
Virgin Islands	133	26,665	Charlotte Amalie

CANADA

	AREA IN Sq. Mi.	POPULATION	CAPITAL
DOMINION OF CANADA	3,845,144	14,009,429	Ottawa
Alberta	255,285	939,501	Edmonton
British Columbia	366,255	1,165,210	Victoria
Manitoba	246,512	776,541	Winnipeg
New Brunswick	27,985	515,697	Fredericton
Nova Scotia	21,068	642,584	Halifax
Ontario	412,582	4,597,542	Toronto
Prince Edward Island	2,184	98,429	Charlottetown
Quebec	594,860	4,055,681	Quebec
Saskatchewan	251,700	831,728	Regina
Northwest Territories	1,304,903	16,004	
Yukon	207,076	9,096	
Newfoundland and Labrador	154,734	361,416	St. John's

LATIN AMERICA IN MIDDLE AMERICA

	AREA IN Sq. Mi.	POPULATION	CAPITAL
Bahamas (Br.)	4,404	79,000	Nassau
Barbados	166	209,000	Bridgetown
Bermuda (Br.)	21	37,000	Hamilton
British Honduras	8,867	67,000	Belize
Costa Rica	19,238	801,000	San José
Cuba	44,206	5,348,000	Havana
Dominican Republic	19,332	2,121,000	Ciudad Trujillo
Guadeloupe	688	289,000	Basse-Terre
Guatemala	42,042	2,803,000	Guatemala City
Haiti	10,714	3,112,000	Port-au-Prince
Honduras	59,165	1,534,000	Tegucigalpa
Jamaica (Br.)	4,404	1,403,000	Kingston
Leeward Islands (Br.)	423	112,000	St. John
Martinique (Fr.)	385	273,000	Fort-de-France
Mexico	760,375	25,368,000	Mexico City
Netherlands Antilles	385	163,000	Willemstad
Nicaragua	57,143	1,053,000	Managua
Panama	28,575	801,000	Panama
Panama Canal Zone	553	52,822	----
Puerto Rico	3,435	2,210,703	San Juan
El Salvador	13,176	1,859,000	San Salvador
Trinidad and Tobago (Br.)	1,980	627,000	Port-of-Spain
Virgin Islands (U. S.)	133	26,665	Charlotte Amalie
Windward Islands (Br.)	821	276,000	St. George's

IN SOUTH AMERICA

	AREA IN Sq. Mi.	POPULATION	CAPITAL
Argentina	1,078,745	17,196,000	Buenos Aires
Bolivia	416,040	3,900,000	La Paz
Brazil	3,286,170	52,124,000	Rio de Janeiro
British Guiana	89,480	420,000	Georgetown
Chile	286,396	5,809,000	Santiago
Colombia	439,829	11,260,000	Bogotá
Ecuador	106,178	3,077,000	Quito
Falkland Islands (Br.)	5,618	2,000	Port Stanley
French Guiana	34,740	26,000	Cayenne
Paraguay	157,025	1,406,000	Asunción
Peru	514,059	8,405,000	Lima
Surinam	55,140	219,000	Paramaribo
Uruguay	72,172	2,365,000	Montevideo
Venezuela	352,143	4,924,000	Caracas

DISTANCES BY SEA AND BY AIR

	STATUTE MILES
DISTANCES BY SEA	
New York to Buenos Aires	6,752
New York to Callao	
via Strait of Magellan	11,061
via Panama Canal	3,873
New York to Rio de Janeiro	5,486
New Orleans to Buenos Aires	7,009
New Orleans to Callao	
via Strait of Magellan	11,313
via Panama Canal	3,200
New Orleans to Rio de Janeiro	5,868
San Francisco to Buenos Aires	
via Strait of Magellan	8,719
via Panama Canal	10,075
San Francisco to Callao	4,587
San Francisco to Rio de Janeiro	
via Strait of Magellan	9,690
via Panama Canal	8,804

	STATUTE MILES
DISTANCES BY AIR	
New York to Chicago	724
New York to Los Angeles	2,460
New York to Seattle	2,440
New York to New Orleans	1,183
New York to Miami	1,100
San Francisco to Chicago	1,851
Chicago to New Orleans	822
Seattle to Juneau	870
Los Angeles to Honolulu	2,555
New York to Mexico (City)	2,105
New York to Havana	1,334
New York to Rio de Janeiro	4,964
Los Angeles to Buenos Aires	6,148
San Francisco to Santiago	5,960
Buenos Aires to Santiago	731

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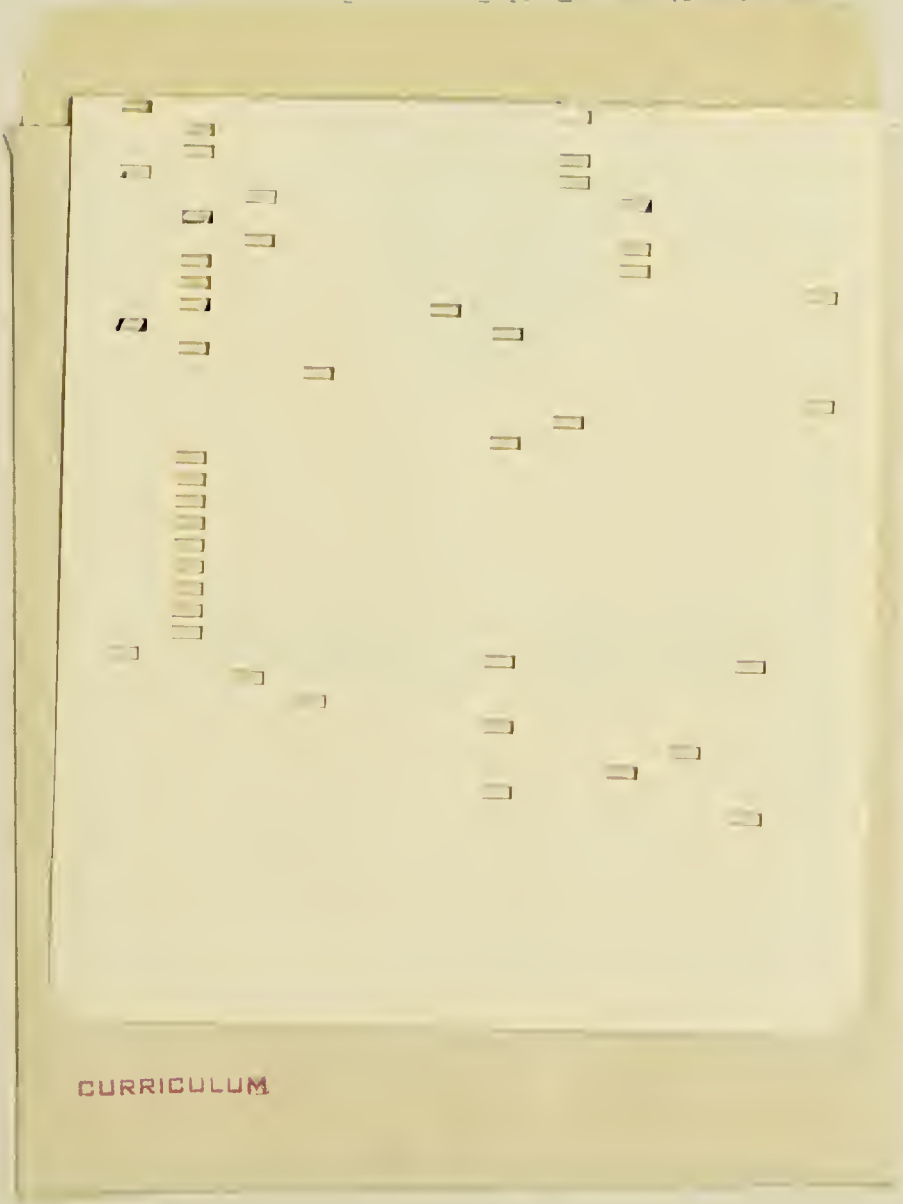
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